

HSOC 403
Introduction to Health & Society

Co-Instructors:

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Office Hours/Policy on Answering Student Emails

Please book appointments by email. Email communications with the instructor are welcome. All efforts will be made to respond to emails within 48 hours. Substantive issues are to be addressed in person, either in class or during an appointment.

Time and Location:

Mondays & Fridays 9:00-10:15am
O1500, Health Sciences Centre, Foothills Campus

Please consult the course schedule on D2L to confirm location or links for individual sessions.

Prerequisite:

HSOC 301

Course Description:

Social determinants of health are key to understanding and intervening on health and disease in populations. This course builds on the understanding of the social determinants of health by exploring a few of these in greater depth. Topics will vary, but may include racism, sexism and gender identity, Indigenous health inequities, or the built environment. Students will engage with research from a

number of social science disciplines to explore the complexities and nuances that shape health inequities in a variety of environments in which people live and work. Case studies and contemporary events will be used to illustrate the interplay between a select few social determinants and health inequities each semester.

Overarching Theme

A strong, critical appreciation and understanding of the social and structural determinants of health is key to understanding and intervening on health and disease in populations. Social inequities in health (i.e., differences in health between social groups that are considered to be unfair and avoidable) are significant and in some cases growing. The primary determinants of population health and health inequities are social, having to do with the socio-political and economic context (historical and current), and public policy. These determinants lie mostly outside of the health care system.

Global Objectives

1. To foster an appreciation and understanding of the multi-dimensional factors that influence health, including psychosocial, ecological and political factors.
2. To promote the value of the diversity of methodological approaches employed to investigate issues in social determinants of health.
3. To cultivate critical thinking about health inequities and population health.
4. To enhance skills essential for academic writing.

Learning Objectives

By the end of this course, students will be able to:

1. Discuss pathways through which social determinants discussed in class affect population-health.
2. Debate the best ways to define, conceptualize and operationalize specific issues in social determinants of health, including strengths and weaknesses of current approaches.
3. Synthesize the state of the evidence on causal associations between the social determinants addressed in class and health, including gaps in knowledge.
4. Articulate case examples of policy initiatives and programs either proposed or currently in place to address equity issues in population health.

Transferable Skill Development:

Many of the skills and abilities that you are developing in your coursework are transferable to the workforce, graduate and professional studies and other facets of life. Employers seek applicants with transferable skills because they can be an asset in the workplace, regardless of industry or sector. Transferable skills are core skills for your success in building your future career.

The work that you will do in HSOC 403 will help you build the following transferable skills:

- **Collaboration:** Work respectfully with others from different backgrounds, cultures, and countries.
- **Verbal Communication:** Learn and share information by presenting, listening, and interacting with others.
- **Creativity and Innovation:** Find different and better ways to do things, being curious, thinking imaginatively.

- **Critical Thinking:** Actively and skillfully conceptualize, apply, analyze, synthesize, and/or evaluate information (data, facts, observable phenomena, and research findings) to make a reasoned judgement or draw a reasonable conclusion.
- **Information Literacy:** Find, understand, and use information presented through words, symbols, and images
- **Problem solving:** Identify an issue, and propose and evidence-based solutions
- **Written Communication:** Share ideas and information by using words, images, and symbols.

Learning Resources

A list of required reading, including links to sources from the University of Calgary’s library collection and other publicly available resources will be posted on D2L. There is no required textbook for this course.

A Note regarding readings

A list of required readings will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

Learning Technology Requirements

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student’s responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

Evaluation

The University policy on grading and related matters is described in section F of the 2022-2023 Calendar.

In determining the overall grade in the course, the following weights will be used:

Description	Percentage of Grade	Due Date
Class Participation –Students are expected to arrive on time, participate in classroom activities and must be prepared to comment or raise a question about the material being considered during each class. Participation is judged based on quality rather than quantity, and marks will reward students who offer thoughtful commentary in a respectful manner.	10%	Throughout term
Reading Summaries & Discussion Questions Students will prepare a one-page summary of a reading of their choice for each module, for a total of 5 summaries, including 2-3 thoughtful discussion questions that will serve as the basis for class discussion.	20%	Throughout term

Description	Percentage of Grade	Due Date
Policy Contradictions Assignment Individual 5-minute chalk-talks that identify a policy contradiction and connect it to class content. Students will also submit a 500-word reflection.	15%	Critical reflection due Thursday, March 26, 2023 by 11:59pm via D2I Dropbox Presentations on March 27 th and 31 st , 2023
Seminar Presentations Small group presentations discussing population health intervention -policy initiatives or population-level programs - to reduce health inequities related to race/ethnicity, gender, or Indigenous status in Canada.	20%	TBA (students will sign-up on Week 2)
Blackfoot Crossing Field Excursion Assignment We will have the opportunity to visit the Blackfoot Crossing Historical Park as a class. Students will complete a set of questions and written reflections based on the exhibits and their connection to course material.	10%	TENTATIVE DATE Friday, March 24, 2023 Leaving Foothills campus at 8:15 am and returning around 4:30 pm.
Critical Analysis of a Current Event Students will critically analyze a current event using knowledge gained throughout the semester.	25%	Monday, April 17, 2023 by 11:59pm via D2I Dropbox

There is no Registrar-scheduled final exam for HSOC 403.

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

A Note Regarding Writing Assignments:

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2022-23 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Health Sciences values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). Sources used in research papers must be properly documented. The University of Calgary offers instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

Grading Scheme:

Letter Grade	Description	Percentage
A+	Outstanding performance	96-100
A	Excellent performance	90-95
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84

Letter Grade	Description	Percentage
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Did not meet course requirements	0-49

Missed Components of Term Work

Late assignments will receive 20% grade penalty within 24 hours of the deadline, after which assignments will not be accepted and will receive a mark of zero.

Extensions will NOT be granted on any assignment in HSOC 403. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class, meetings and examinations. Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/e-4.html>).

Course Evaluations and Student Feedback

Student feedback will be sought at the end of the course through the Universal Student Rating of Instruction (USRI) and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine (kurz@ucalgary.ca).

Attendance

It is important that you make every effort to attend all sessions since much of the learning in this course will be gained through in-class discussions. Marks for participation cannot be gained unless you are in attendance. Please notify the instructor directly via email for any extended absences.

Conduct During Lectures

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures>.

Students are expected to take notes during class and should not rely solely on material supplied by the instructors. Any content presented in class, whether verbally or in written form, could be used for assessment purposes. Class discussion is understood to constitute content.

Use of Internet and Electronic Communication Devices in Class

The Bachelor of Health Sciences program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of others during class time.

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf> .

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Copyright

All students are required to reach the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

Instructor Intellectual Property

Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. 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.

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). SAS will process the request and issue letters of accommodations 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 Dr. Ebba Kurz (kurz@ucalgary.ca), Associate Dean (Undergraduate Health and Science Education).

Academic Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student's academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar. **It also includes using of third party websites/services to access past/current course material, essay/assignment writing services, or real-time assistance in completing assessments, seeking answers to assessment questions and similar, whether paid, bartered or unpaid.**

For information of the Student Academic Misconduct Policy and Procedures, please visit:
<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>
<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

Recording of Lectures

Audio or video recording of lectures (or similar) is **prohibited** except where explicit permission has been received from the instructor.

Freedom of Information and Protection of Privacy Act

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

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 business days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Sexual-and-Gender-Based-Violence-Policy.pdf>.

Resources for Support of Student Learning, Success, Safety and Wellness

Student Success Centre <http://www.ucalgary.ca/ssc/>
Student Wellness Centre <http://www.ucalgary.ca/wellnesscentre/>
Student Advocacy and Wellness Hub (CSM)
 <https://cumming.ucalgary.ca/student-advocacy-wellness-hub/home>
Distress Centre <http://www.distresscentre.com/>

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

Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca

BHSc Student Faculty Liaison Committee (SFLC)

The BHSc SFLC, with elected representatives from all majors, serves to raise issues of interest to BHSc students to the program administration, including items pertaining to curriculum, scheduling and events. A list of current representatives can be found on the BHSc website.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suypaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or medrep2@su.ucalgary.ca.

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

Emergency Evacuation/Assembly Points

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see <https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

Class Schedule:

The weekly schedule of topics and required readings is posted on D2L. The course schedule provided is provisional, with the exception of assignment due dates. Circumstances could give rise to scheduling changes. Please check D2L for updates.

HSOC 403: Advanced Topics in Social Determinants of Health Course Schedule with Required Readings

The following schedule is provisional. Circumstances could give rise to scheduling changes. You will be notified at least one week in advance if the required reading for a particular session has changed. **Links to all required readings are posted on D2L through the Leganto Reading List.**

Date & Room	Instructor	Topic	Required Readings
January 9, 2023 <i>HS O1500</i>	<i>McLaren Aparicio-Ting</i>	Course Overview & Health inequity	Course Outline Frohlich, K. L., Ross, N., & Richmond, C. (2006). Health disparities in Canada today: Some evidence and a theoretical framework. <i>Health Policy</i> , 79(2), 132-143.
January 13, 2023 <i>HS O1500</i>	<i>McLaren Aparicio-Ting</i>	Ecosocial theory and the embodiment of inequity	Braveman, P., & Gruskin, S. (2003). Defining equity in health. <i>Journal of Epidemiology & Community Health</i> , 57(4), 254-258.
January 16, 2023 <i>HS 1405B</i>	<i>McLaren</i>	Political Economy of Health	Krieger, N. (2008). Does racism harm health? Did child abuse exist before 1962? On explicit questions, critical science, and current controversies: an ecosocial perspective. <i>American Journal of Public Health</i> , 98(Supplement 1), S20-S25.
January 20, 2023 <i>HS O1500</i>	<i>McLaren</i>	Political Economy of Health	McLaren L, Hennessy T. A broader vision of public health. <i>The Monitor</i> , Canadian Centre for Policy Alternatives, December 30, 2020. Available here .
January 23, 2023 <i>HS O1500</i>	<i>McLaren</i>	Political Economy of Health	Graham H. Tackling inequalities in health in England: remedying health disadvantages, narrowing health gaps or reducing health gradients? <i>Journal of Social Policy</i> 2004;33(1):115-131.
January 27, 2023 <i>HS O1500</i>	<i>McLaren</i>	Political Economy of Health	Katz AS, Hardy BJ, Firestone M, Lofters A, Morton-Ninomiya ME.

Date & Room	Instructor	Topic	Required Readings
			<p>Vagueness, power and public health: use of ‘vulnerable’ in public health literature. <i>Critical Public Health</i> 2020;30(5):601-611.</p> <p>McLaren L, Masuda J, Smylie J, Zarowsky C. Unpacking vulnerability: towards language that advances understanding and resolution of social inequities in public health [editorial]. <i>Canadian Journal of Public Health</i> 2020;111:1-3.</p>
January 30, 2023 HS O1500	<i>Aparicio-Ting</i>	Race and ethnicity – introduction, measuring race and ethnicity	Green, J., Buckner, S., Milton, S., Powell, K., Salway, S. & Moffatt, S. (2017). A model of how targeted and universal welfare entitlements impact on material, psycho-social and structural determinants of health in older adults. <i>Social Science & Medicine</i> , 187, 20-28.
February 3, 2023 HS O1500	<i>Aparicio-Ting</i>	Structural racism	McLaren, L. & Petit, R. (2017). Universal and targeted policy to achieve health equity: a critical analysis of the example of community water fluoridation cessation in Calgary, Canada in 2011. <i>Critical Public Health</i> , 28(2), 153-164.
February 6, 2023 HS O1500	<i>Aparicio-Ting</i>	Racism and the life-course approach	Ford, C. L., & Airhihenbuwa, C. O. (2018). Commentary: just what is critical race theory and what’s it doing in a progressive field like public health? <i>Ethnicity & disease</i> , 28(Suppl 1), 223-230.
February 10, 2023 HS O1500	<i>McLaren</i> <i>Aparicio-Ting</i>	Student seminar presentations – Racism	
February 13, 2023 HS 1405B	<i>Marshall</i>	Understanding sex and gender	Muehlenhard, C. L., & Peterson, Z. D. (2011). Distinguishing between

Date & Room	Instructor	Topic	Required Readings
			<p>sex and gender: History, current conceptualizations, and implications. <i>Sex Roles</i>, 64(11), 791-803.</p> <p>What is Gender? (video, 23mins). https://youtu.be/2o4tA0RrwhQ</p> <p>Gender Census (2021). https://gendercensus.com/</p>
February 17, 2023 HS O1500	<i>Marshall</i>	Sex, gender, and inclusion in health research	<p>Lyerly, A. D., Little, M. O., & Faden, R. (2008). The second wave: Toward responsible inclusion of pregnant women in research. <i>International Journal of Feminist Approaches to Bioethics</i>, 1(2), 5–22. https://doi.org/10.1353/ijf.0.0047v</p> <p>Canadian Institutes of Health Research (2018). <i>Science is better with sex and gender</i>. (Report) https://cihr-irsc.gc.ca/e/51310.html</p>
February 20, 2023	No Lecture – Reading Week		
February 24, 2023	No Lecture – Reading Week		
February 27, 2023 HS O1500	<i>Marshall</i>	2SLGBTQ+ communities: Access, inclusion, and research	<p>Transforming Family [short film] https://remyhuberdeau.ca/en/transformingfamily</p> <p>Suen, L. W., Lunn, M. R., Katuzny, K., Finn, S., Duncan, L., Sevelius, J., Flentje, A., Capriotti, M. R., Lubensky, M. E., Hunt, C., Weber, S., Bibbins-Domingo, K., & Obedin-Maliver, J. (2020). What sexual and gender minority people want researchers to know about sexual orientation and gender identity questions: A qualitative study. <i>Archives of Sexual Behavior</i>, 49(7), 2301–2318.</p>

Date & Room	Instructor	Topic	Required Readings
			https://doi.org/10.1007/s10508-020-01810-y
March 3, 2023 HS O1500	McLaren Aparicio-Ting	Student seminar presentations – Sexism, heterosexism, & gender binarism	
March 6, 2023 HS O1500	Henderson	Indigenous health & inequities – Pop Quiz	Adelson, N. (2005). The embodiment of Inequity: Health disparities in Aboriginal Canada. <i>Canadian Journal of Public Health</i> , 96 (Suppl. 2), S45-S61.
March 10, 2023 HS O1500	Henderson	Colonization as a Determinant of Health	Gray, M. (2016). Pathologizing Indigenous suicide: Examining the inquest into the deaths of C.J. and C.B. at the Manitoba Youth Centre. <i>Studies in Social Justice</i> , 10(1), 80-94.
March 13, 2023 HS O1500	Henderson	Indigenous health & inequities – Educating for Equity	Evans-Campbell, T. (2008). Historical trauma in American Indian/Native Alaska communities: A multilevel framework for exploring impacts on individuals, families, and communities. <i>Journal of Interpersonal Violence</i> , 23(3), 316-338.
March 17, 2023 HS O1500	Henderson	Indigenous health & inequities – Dismantling the Deficit Lens	Tuck, E. & Yang, K.W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, Education & Society</i> , 1(1), 1-40
March 20, 2023 HSC 1405B	McLaren Aparicio-Ting	Student seminar presentations – Colonialism	
March 24, 2023 HS O1500	McLaren Aparicio-Ting	Field trip to Blackfoot Crossing Historical Park	
March 27, 2023 HS O1500	McLaren Aparicio-Ting	Policy Contradictions presentations	

Date & Room	Instructor	Topic	Required Readings
March 31, 2023 <i>HS O1500</i>	<i>McLaren</i> <i>Aparicio-Ting</i>	Policy Contradictions presentations	
April 3, 2023 <i>HS O1500</i>	<i>McLaren</i> <i>Aparicio-Ting</i>	Wrap-up & course evaluation	
April 7, 2023 <i>HS O1500</i>	No Lecture – Good Friday		
April 10, 2023 <i>HS O1500</i>	No Lecture – Easter Monday		