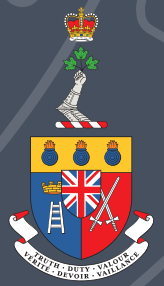




ROYAL MILITARY COLLEGE OF CANADA
RMC-EDI INITIATIVES 2020-2021



EDI initiatives at RMC

As stated in the RMC EDI action Plan, “In a University environment and in Research, every component of EDI is essential in recognizing the contribution of every researcher to nurture and develop creativity and promote innovation and excellence. RMC is dedicated to ensuring the incorporation, advancement and success of the four federally designated groups (FDGs), and other traditionally disadvantaged groups within our university.”

RMC has been actively developing new programmes and initiatives promoting EDI as listed below:

1. Institutional Initiatives:

a) EDI initiatives July 2020 - July 2021:

- Creation of an Equity Diversity and Inclusion committee under the Research Office (academic).
- Workshop on cultural competency and unconscious bias for the EDI committee.
- Development of a survey for the University Teacher (UT) group on EDI related to the three components of Teaching, Research and Service. The comprehensive survey was developed by the EDI committee.
- Development of an EDI action plan (academic) for RMC. The action plan follows the requirements of the Canada Research Chair Secretariat, however will apply not only to the Chair holders but also to RMC academics for a broader impact.
- Workshop on cultural competency and unconscious bias for the members of the Faculty Council.
- One-on-One Coaching on cultural competency and unconscious bias for the members of the Promotion committee.
- Creation of an EDI – Officer position. The role of the officer will include:
 - identify any barrier in the different processes at RMC, academic (hiring, career progression, access to support, laboratories, ...)
 - modify processes to eliminate systemic barriers for all Federally Designated Groups
 - develop annual reports and evaluate the progress to eliminate systemic barriers
 - Ensure compliance in terms of EDI for the different processes
 - develop survey and analyze results to broaden the scope and improve the EDI Action Plan
 - develop training session and educational material in terms of EDI
 - develop training session for research grant applications
 - ensure compliance in terms of EDI training for committee members (promotion, hiring, ...)
 - member of RMC Health and Safety Committee
 - represent RMC in Ontario University EDI committee
 - liaise with other RMC/CDA units in terms of EDI

b) New EDI initiatives (2021-2022):

- Analysis of the first survey (UT group) by the EDI committee. Impact: identify barriers, develop and implement a remediation strategy
- Hiring of the EDI Officer
- Development of an EDI survey for Support Personnel; focus on inclusivity and opportunities to contribute to RMC
- Training on-going coordinated by the EDI Officer
- Development of educational material
- Encourage participation to a webinar that will take place at the end of September and in early October on “Empathetic Communication.”
- Encourage completion of the four CSPS courses:
 - **W005** Understanding Unconscious Bias (*online – 30 minutes*)
 - **W006** Overcoming Your Own Unconscious (*online – 30 minutes*)
 - **W007** Overcoming Unconscious Bias in the Workplace (*online – 30 minutes*)
 - **X166** Leading Diversity (*online – 40 min*)
- Support initiatives to reinforce the existing support groups already in place at RMC (AGORA (LGBTQ+), ATHENA (Women), IKL (Indigenous Knowledge and Learning)) as well as outreach initiative with local groups to ensure an improved support and expand opportunities for the members of the FDGs.

c) EDI recognized in the education of future Officers:

In the final report of the Core Curriculum committee, EDI has been recognized in two of the proposed learning outcomes:

- Understand the pluralistic nature of Canada, which includes: Demonstrate an understanding of Canadian values, including multiculturalism, diversity, equity, and inclusion, and the role of these values in Canadian society and government
- Understand diverse national and international contexts, which includes: Demonstrate broad cultural awareness, including the principles of diversity, equity, and inclusion

The first specific learning outcome is addressed in 7 core courses in SSH, 6 in Science and 6 in Eng, the second one is addressed in core courses in SSH 8, 7 in Science and 6 in Eng.

2. Departmental EDI Initiatives:

EDI values and education has been incorporated in several department at RMC. These initiatives are linked to three different activities: Undergraduate courses (including syllabus design), Research and Extracurricular activities.

Some initiatives are incorporated in the core courses (highlighted in bold in the Annex) given to all ROTP students and have a direct impact on their education and understanding of the issues linked to unconscious bias, cultural diversity and other EDI issues.

These initiatives are described in detail in the appendix and are listed by department:

- History A-1
- French, Literature, and Culture (FLC) A-4
- Management A-6
- Military Psychology and Leadership (MPL) A-8
- Political Science and Economics A-23

Department of History

The Department has been moving to make its curriculum consistent with the objectives of EDI for quite some time now.

1. Course initiatives

a) New courses that focus on equity seeking groups

- **HI 456** Issues in Women War and Society
- **HIE 305** Africa in World History
- **HIE 485** Roots of Conflict in Modern Africa
- **HIF 354** Monde Arabe et Musulman
- **HI 301** Aboriginal Peoples in Canada – A History
- **HI 452** War Peace and Civil Society (course employs a more society centred perspective on conflict and diplomacy over the course of the 20th century – focussing on humanitarian organizations/causes that were more often taken up by equity seeking groups such as women, racialized peoples, etc....)

b) Revisions to existing courses

- i. **HI 390** European Imperialism – 15th to 18th Century
- ii. **HI 392** European Imperialism – 18th C to Present

These courses now balance the content between colonizers and colonized peoples by incorporating material from the latter's perspective.

c) Course material revisions to all courses – particularly core courses

All History courses are moving towards including information and interpretations from equity seeking groups. This also includes employing authors and material specifically produced by and for these groups. For instance, in **HIE 103** and **207** – the core Canadian history courses for all RMC students, material covering Indigenous history or women's history is taught from those perspectives. Both classes in particular use the KAIROS Blanket Exercise (see below) to teach the history of Indigenous peoples and Indigenous-settler relations in Canada. HIE 103 and 207 have extensive discussions and material that focuses on gender and sexuality as well as history of race and ethnic relations in Canada over the past three centuries. These classes have used films such as ***The Fruit Machine*** (<http://thefruitmachine.ca>) which documents the Canadian government's campaign to remove LGBTQ+ Canadians from the federal civil service and armed forces. The film tells the story from the perspective of those persecuted for their sexual identity. Both courses also cover what many have called the "Rights Revolution" that began in the 1960s and that led in Canada to Human Rights commissions, the Charter of Rights and Freedoms, but also to many current equity and justice seeking movements such as Idle No More, Black Lives Matter, and #MeToo. Similarly, courses such as HI 350 – History of Genocide – also use material and film to discuss the impact of such policies on target populations. The course also examines the differential impact based on race and on gender (i.e. rape as a strategy of war). HIE 301 – History of Aboriginal Peoples in Canada, also asks students to prepare a short essay about their hometown and to link it to the territorial acknowledgement statement adopted. Here they are asked to research the history of their hometown from an Indigenous perspective (which Indigenous peoples call that territory home, what are their histories, how did they live on the territory before the arrival of settlers, etc...) Other courses such as **HI 203** (Canadian Military History) are also incorporating the histories of Indigenous and women's contributions to Canadian military history.

d) Syllabus design

As noted above many professors in the department are rethinking not only what topics they cover, but the reading materials used to cover those topics. Many are considering EDI concerns when choosing reading material for students to ensure that the perspectives students encounter in their courses are as diverse and inclusive as possible. For instance, HIE 452 – War Peace and Civil Society – made a conscious effort to ensure that every week there was at least one (and usually two) course readings written by women and/or Black, Indigenous, or People of Color (BIPOC). HIE 101 – Historical Origins of the Contemporary World also employed a similar strategy of preparing its reading list for students to ensure that all students could see themselves reflected in the course material and so that students could learn from perspectives other than their own.

Syllabus design also includes basic formatting. Many profs are starting to rethink how they produce their syllabus and how accessible it is to students. Many are now including EDI and Accessibility statements in their course outlines (i.e. HI 101, 103, 207). Others are considering the choice of fonts (i.e., non-serif fonts are easier to read) and presentation of material so that students with physical and intellectual challenges can better access the information presented to them (see <https://www.accessiblesyllabus.com>).

2. Extra-Curricular Initiatives

- a) **Film Night.** Except for last year due to remote learning during the pandemic the department has offered History Film night for students, faculty and other members of the College. Generally, the films that deal with war and conflict are chosen as the focus for the viewing and any discussion that takes place before or after. That said, the organizers have tried to employ EDI perspectives in their choices such as *the Killing Fields* a film about the genocide in Cambodia told from the perspective of one of its victims. Similarly, the department chose the film *Eye in the Sky*, a film about the ethical use of drones in the War on Terror, in large part because the central character in the film is Helen Mirren’s character of British Army colonel Katherine Powell. In short, the organizers have regularly employed GBA and EDI criteria in the choice of films to show.
- b) **KAIROS Blanket Exercise.** This exercise developed by the Canadian ecumenical NGO KAIROS tells the story of Indigenous history in Canada from the time before contact with European peoples (<https://www.kairosblanketexercise.org>) Through the interactive two hour session, students in the introductory Canadian history courses (HI 103, HI207) explore the history of Indigenous peoples in Canada covering such topics as treaties, residential schools, forced relocations and the “Sixties Scoop.” The story is told not only from an Indigenous perspective, but BY Indigenous scholars and experts. Because the exercise covers some particularly difficult material, there is always an “talking circle” conducted afterwards so that participants can better understand the information and emotions raised by the exercise. The history department has made this a regular part of its curriculum for all students for the last 5 years.
- c) **Speakers Series 2021-2022.** Beginning this year, the department has launched a three part history speakers series that will cover Indigenous, Black, and Women’s History months. The department will bring in speaker(s) from each of those communities to discuss various aspects of their histories for the students, faculty and staff of the College. Again, as with other activities, it is important that the RMC community learn those stories from the perspectives of people from those equity seeking groups. This activity has been sponsored by the RMC Foundation.
- d) **Membership in Equity Seeking Initiatives at the College.** Members of the RMC History department have been central to the establishment and on-going activities of the various EDI committees established at the College over the last 5 or more years. Emeritus Associate Professor Tanya Grodzinski was the co-founder of the AGORA LGBTQ network and she continues to work with the group, leading sessions and organizing

its activities. Historians such as Kevin Brushett and Marie-Michele Doucet are active participants in the Indigenous Knowledge and Learning Working Group (IKLWG). IN addition, history professors have played a central role in the ALOY program (Michael Boire was the ALOY PiC from 2014-2019). Others such as Drs Cheryl DesRoches and Kevin Brushett have played roles in the ALOY mentorship program. Finally, members of the department have also been central to the establishment of the Athena Women's Network – a network to support and nurture women's leadership at the College and beyond, but also a wider forum to discuss issues of gender and their relationship to the profession of arms. Drs Brushett and Doucet co-founded the group in 2019. Since that time the group has grown to more than 300 members of cadets, faculty, staff and ex-cadets. Working with a team of 24 cadets it has mounted a number of successful events and initiatives such as Operation Q & A (interviews with prominent women officers about their careers in the CAF), International Women's Day Speed Networking event, a Book Club (participants read Kate Armstrong's **Stone Frigate**). Athena has also linked in with the Defence Women's Advisory Organization (DWAO), Women in International Security (WIIS), and Women in Defence and Security (WiDS).

1. EDI initiatives carried out as part of the curriculum:

- The development of the Minor in French as a Second Language program is a product of EDI concerns.
- Integration of students in the ALOY program into FRF152 and additional instructional support.
- All core curriculum courses for all ROTP students (**FRF151 (science and engineering), FRF152 (SSH), FRF262 (SSH)**) have at least one assignment in the curriculum that addresses issues directly related to EDI.
 - The writing component of FRF152 now includes a component on gender inclusive writing.
- All 300 and 400 level honours courses, as well as French as a second language courses offered by the Department of French, Literature, and Culture have at least one assignment in the curriculum that addresses issues directly related to EDI.
- EDI issues are the focus of the FRF427 Fanatisme, tolérance et religion honours course offered in winter 2022.
- EDI issues are the focus of the FRF479 Discours et pouvoir honours course offered in fall 2021. This course deals with the phenomenon of marginalization, the persecution of people on the margins of society by central powers since the creation of nation-states in the late 18th century to the present.
- EDI issues are the focus of the FRF326 La littérature francophone du Maghreb et du Moyen-Orient honours course offered in fall 2021.
- The mandatory course FRF347 addresses postcolonial, feminist and queer theories.
- Some professors choose to include a warning at the beginning of literature courses that the issues covered in the assignments, and therefore in the courses, may offend certain sensibilities, and explain what to do if students are uncomfortable.
- Some professors include a note about EDI in their course syllabi.
- A professor in the department has been a member of the EDI Committee since it was formed in November 2020.

2. EDI initiatives carried out as part of the research:

- Sophie Bastien, “La déconstruction des ‘belles images’ comme impératif social et comme divertissement pascalien,” in Soundouss El Kettani and Isabelle Tremblay (ed.), ***Femmes et luxe : perspectives littéraires***, Rennes, Presses universitaires de Rennes, accepted.
- F-E Boucher and S. El Kettani, organization of the workshop, “De Tanger à Samarcande. L’Orient des voyageuses du XIXe siècle. Une autre définition de l’altérité ?” Joint virtual symposium: Association des professeur.e.s de français des universités et collègues canadiens and ACÉF-XIX, May 28, 2021.
- F-E Boucher and S. El Kettani, organization of a conference planned for 2022, “Les voyageuses européennes dans l’Empire ottoman à la fin du XIXe siècle.”
- S. El Kettani and I. Tremblay, ***Femmes et luxe : perspectives littéraires***, Rennes, Presses universitaires de Rennes, collective work accepted for publication.
- S. El Kettani and I. Tremblay, “Introduction : « La représentation du luxe en littérature

et la question du genre »,” in Soundouss El Kettani and Isabelle Tremblay (ed.), ***Femmes et luxe : perspectives littéraires***, Rennes, Presses universitaires de Rennes, accepted.

- S. El Kettani, “Le luxe, une spécialité féminine de la littérature maghrébine francophone ? L'exemple de Fatima Mernissi et de Yasmine Chami,” in Soundouss El Kettani and Isabelle Tremblay (ed.), ***Femmes et luxe : perspectives littéraires***, Rennes, Presses universitaires de Rennes, accepted.
- S. El Kettani, research project entitled, “Cultures et sociétés maghrébines à travers les écrivaines et les écrivains francophones,” awarded \$19,240 in CDARP funds over three years.
- I. Tremblay, “Du désir de plaire aux impératifs du luxe sous la plume de Mme Benoist,” in Soundouss El Kettani and Isabelle Tremblay (ed.), ***Femmes et luxe : perspectives littéraires***, Rennes, Presses universitaires de Rennes, accepted.
- I. Tremblay, 1,200word review of a publication edited by Martine Reid entitled, ***Femmes et littérature : une histoire culturelle, Tome 1 (Moyen Âge - XVIII^e siècle)*** (Gallimard, 2020), Eighteenth-Century Fiction, 2021, Vol. 33, No. 4.
- I. Tremblay, “La parfaite héroïne dans ***Crémentine, reine de Sanga*** (1727) de Mme de Gomez ou la femme forte de corps, d'esprit et d'âme,” paper presented at the international symposium ***Fortes de corps, d'âme et d'esprit : récits de vie et construction de modèles féminins du XIVE au XVIIIe siècle***, Rouen (France), June 10–11, 2021.
- S. Bélanger and D. Pedlar, organization of a symposium on “Le sexe et le genre” held on October 8, 2020.
- S. Bélanger and D. Pedlar, organization of a series of four consultations for NATO on the transition from military to civilian life for women who have been in combat and experience mental health challenges, with Ukraine and the United States (May 2021 to November 2021).
- S. Bélanger and D. Pedlar have established a policy for the inclusion of sex and gender research in the ***Journal for Military, Veteran and Family Health***, where author(s) explain whether they have followed the SAGER principles, and if not, why: https://jmvfh.utpjournals.press/resources/instructions-for-authors#_Toc8211.
- S. Bélanger and D. Pedlar, publication of a supplement (7.s1) on the topic in the JMVFH, with guest editor Maya Echler, “Exploring sex, gender and intersectionality in the health and well-being of military members, Veterans and their families,” to be published in September 2021.
- S. Bélanger and D. Pedlar, publication of a supplement (8.s1) on the topic in the JMVFH, with guest editor Stefanie von Hlatky, “The many faces of diversity in military employment,” to be published in 2022.
- S. Bélanger and D. Pedlar, publication an editorial in the JMVFH, Vol. 7, No. 1 (February 2021) on the EDI-related changes in the journal: <https://jmvfh.utpjournals.press/doi/full/10.3138/jmvfh-7.1-0001>

3. Extra-curricular EDI initiatives: guest speakers

- Invited representative from the Office of the Commissioner of Official Languages to speak on the language rights of Francophones in minority communities, conference scheduled for the fall of 2021 on Zoom.
- Paul Chaput, conference on Indigenous cultures scheduled for the fall of 2021 on Zoom.

- Asma Lamrabet, “La question des femmes en islam : que disent vraiment les Textes?” conference scheduled for the fall of 2021 on Zoom.
- Valérie Lapointe-Gagnon, University of Alberta, “L’esprit de Laurendeau-Dunton, la reconnaissance des langues officielles et la résistance face au Canada bilingue,” March 25, 2021, on Zoom.
- Paul Chaput, “La Nation métisse : histoire et culture,” November 26, 2020, on Zoom.
- Aly Ndiaye, alias Webster, “Histoire de la présence et de l’esclavage des Noirs en Nouvelle-France et sous le régime anglais,” September 24, 2020, on Zoom.

1. Course initiatives

- **BAE326:** Human Resource Management course covers a broad number of concepts relating to EDI and EDI issues including employee recruitment and diversity, the rationale for selecting diverse employees, issues relating to workplace diversity, networks, how to manage diversity in the workplace, inclusion training programs, diversity and inclusion audits, indigenous training programs, gender balance, minority inclusion, diversity awareness, diversity skill-building, bringing greater competitive advantage through diversity, pay equity, objective performance appraisals, inclusive communications, biased communications awareness, sexual harassment, standards of reasonable accommodation, stereotyping, discrimination, ethical issues relating to diversity, systemic discrimination, legal aspects of diversity inclusion in Canada (i.e. Canadian Charter of Rights and Freedoms, Canadian Human Rights Act, Canadian Human Rights Commission, Employment Equity Act.

Diversity coverage includes readings (course textbook, peer-reviewed literature, trade literature, popular articles) and mixed group discussion forums.

Students are encouraged to read additional articles relating to equity, diversity, and inclusion, such as:

“Why do women leave science and engineering?”

“Tim Hortons rejects shareholder request to add women to its all-male board,”

“Human rights watch (Canada),” “The millennial generation: A new breed of labour?”

“Supreme court orders female firefighter rehired.”

“Presumed incompetent: Perceived lack of fit and gender bias in recruitment and selection.”

- **BAE/AAF434:** This course presents a week’s worth of material that addresses neurodiversity. It starts with the idea that everyone sees the world differently (gathering and processing information). From there, there are certain people who process information in particular ways that fall into the category of “autism spectrum.” The characteristics of this spectrum are presented, although each individual on the spectrum is different. The term “autism spectrum” should be understood as a way of organizing the world to help us understand and adapt to each other, rather than a way of labelling or marginalizing. It presents ways of adapting to individuals who are or may be neurodiverse, and how colleagues, supervisors, coworkers and organizations can contribute to making the workplace more suitable and supportive for these individuals.
- **BAE344/AAF344** Starting this fall (2021), EDI will be included as part of a 1-week topic study in supply chain management (within the operations management course). More specifically, it will consider both the value-add (in terms of working within a global supply chain interfacing with various cultures, languages, and values) and also inequities in supply chain management leveraging disadvantaged populations - a common feature of supply chains supporting North American firms. While exploring the ethics of this practice is beyond the scope of an OM course, strategies to protect firms from becoming entangled in supply chains that might otherwise leverage such practices will be explored.

2. Research initiatives

- Queen's Love 146 invited speaker - working to end human trafficking through meaningful policy and legal change. This movement is directly related to issues of equity. (Margaret Shepherd)
- Development and submission of successful institutional grant application for EDI through the tri-council for 50k (Michael Hennessy and Margaret Shepherd)
- BSAC conference Promoting Equity, Diversity, Inclusion and Belonging in Canadian Business Schools / Promouvoir l'équité, la diversité, l'inclusion et l'appartenance dans les écoles de gestion canadiennes (14 June 2021) (Margaret Shepherd)

3. Extra-curricular initiatives

- As the Vice-Chair of the Loving Spoonful Board where the purpose is to connect people with good food across Kingston & Area (Margaret Shepherd). The organization is working toward a healthier, more connected community, and as a result we provide programs and champion policies affecting food security, poverty, social inclusion, and community health. Ms. Sheperd has worked on the IEDI and IBPOC initiatives relative to food access and food sustainability and all of our new grants have been prepared with an IEDI lens.
- Courses taken by individual faculty member: CYPT - Creating Inclusive Spaces, Annemarie Shrouder International - (June - ongoing) and University of Alberta - Indigenous Canada, Dr. Paul Gareau - (June - ongoing) (Margaret Shepherd).

Military Psychology and Leadership (MPL) Department

1. Course initiatives:

- MPL offers courses that specifically address EDI issues (e.g., PSE324 Cross-cultural psychology, PSE334 Introduction to human sexuality, PSE482 Peace and conflict psychology, PSE484 the psychology of gender in the military)
- Other courses address one or more EDI topics, such as gender, ethnicity, sexuality, language, violence, justice, fairness (**PSE103***, PSE105, PSE236, PSE240, **PSE301***, PSE302, PSE312, PSE328, PSE330, PSE347, PSE350, PSE360, PSE370, PSE380, **PSE401***, PSE415, PSE422, PSE444, PSE450, PSE454, PSE470)

* Courses that are part of the core curriculum for students in SSH, Science and Engineering.

2. Research Initiatives

a) Research initiatives that look at diversity and gender issues in general population:

- Faculty research; recent publication on prejudice
Nicol, A. A. M., & De France, K., & Gagnon, M. (2021). The relation of disgust proneness/sensitivity and ageism. *Personality and Individual Differences*, 177, <https://doi.org/10.1016/j.paid.2021.110791>
- Faculty research; cross-cultural study using Canadian and Tunisian samples
Gagnon, M., Chérif, L., & Roy-Charland, A. Contextual Cues about Reciprocity Impact Ratings of Smile Sincerity.
- Faculty research: role of sexism in climate change denial
Nicol, A. A. M., De France, K., & Mayrand Nicol, A. (three completed studies, manuscript review before submission) The Relation of Climate Change Denial with Benevolent and Hostile Sexism
- Faculty and honours student work; this is a technique designed to reduce prejudice
Bordeleau, J-N, & Nicol, A. A. M. (submitted to journal for peer review). Can Elaborated Imagined Contact Be Delivered Through the Web? Preregistered Tests of Web-Delivered Elaborated Imagined Contact Experiences

b) Research initiatives that directly look at diversity and gender issues at RMC:

- Faculty research; Role of prejudice in learning a second language
Nicol, A. A. M., & De France, K. (Study 1 complete, replication to be completed in 2022). The Role of Contact and Intergroup Anxiety in Motivation to Learn a Second Language in a Bilingual Educational Institution
- Faculty and honours student work; examining sexism at the college
Nicol, A. A. M., De France, K., Deng, M., & Ford, E. (Research in the planning phase). Sexism at the college and its effect on attitudes to fitness standards
Nicol, A. A. M., De France, & Correya, R. (Research in the planning phase). Hostile and Benevolent Sexism as mediators of the relation between feminist ideology and rape myths and harassment acceptance

3. Initiatives with the training wing:

- LCol Cindy Suurd Ralph designed and ran the culture change focus groups with the fourth year officer cadets

EDI Content for specific courses:

PSE103 Introduction to Human Psychology (Core course taken by all cadets)

This course is designed to provide the student with an understanding of basic psychological principles. The essentials of the scientific method and its application to psychology will be presented. Concepts such as development, learning, memory, motivation, intelligence, stress and health, personality, psychological disorders, and social psychology will be discussed.

EDI content:

- a) Students are encouraged to learn about naturally occurring human diversity, and to consider multiple viewpoints and world views that result from this diversity. Students will begin to learn about openness and constructive personal and social change because of their experience as a psychology student.
- b) Links between culture and individual behaviour are explicitly discussed in the context of most topics in the course. Students will demonstrate sensitivity to and tolerance of individual and groups differences because of their experience as a Psychology student.
- c) Gender differences are also explained where appropriate, and students are encouraged to develop an appreciation for how diversity is adaptive for human evolution and human behaviour. Further, students are expected to apply this knowledge by demonstrating acceptance of diversity and constructive communication skills in the context of this class.
- d) We expect our introductory students to understand the ethical standards of psychologists required to do human subject research.

PSE301 Organizational Behaviour and Leadership (Core course taken by all cadets)

This course is designed to familiarize students with basic theories, concepts, and skills related to organizational behaviour and effective leadership. Students will examine how individuals in organizations, groups in organizations, and organizational processes can be impacted by leaders in order to enhance organizational effectiveness. A special emphasis is placed on how leaders can use their knowledge and understanding of organizational behaviour to improve performance and increase the well-being of members. Major topics include motivation theories and applications, diagnosing performance discrepancies, performance feedback, power and influence, leadership theories and applications, organizational culture, organizational structure, and overall change strategies. Part of the material will be presented in a didactic form. A number of individual and group exercises will be used as a supplementary learning tool to reinforce class lectures and assigned readings. Student class participation is highly encouraged.

EDI content:

- a) Topics such as perception, perceptual biases, including stereotypes and racism are fully discussed.
- b) Attribution is also an important theme, understanding how attribution errors and heuristics can play a role in how we make errors in how we ascribe meaning or causation to people's behaviours.
- c) Specific attention is given to the dual nature of conformity (to group and organizational norms) and cohesion and the desire to foster a diverse culture where members feel supported and trust the organization and its member enough to allow them to feel like they can communicate their diverse perspectives and experiences (i.e, the differences between Surface and Deep levels of diversity).

PSE 105 Introduction to Social Psychology (required for major in psychology)

This course provides a comprehensive treatment of the major topics and issues in social psychology. The course will emphasize the unique contribution of social psychology to the

theory of social behaviour in such areas as social beliefs and judgments, behaviour and attitudes, attitude change, culture and gender, conformity and obedience, persuasion, prejudice and discrimination, aggression, and social conflicts and their resolution. Students will apply theories and concepts of social psychology to the analysis of the military and social milieu.

EDI content:

- a) Second, this course seeks to foster respect for human diversity, particularly with regard to matters of gender, race and ethnicity. There is a focus on the nature of human diversity and attitudes toward diversity. Furthermore, there is a comparative treatment of both (a) multiple cultures within the world and (b) gender. Students learn about:
 - i. Understanding and tolerating the behavior of other people, particularly that of members of the diverse array of groups and social categories to which they do not belong,
 - ii. Recognizing the limits in generalizing psychological research to all cultural/ gender/ethnic/age groups

PSE211 Research Methodology in Psychology (required for major in psychology)

This course takes a broad approach to research methods in the behavioural sciences. Students are introduced to basic concepts in experimental design and statistical analysis of psychological data. More specifically, students are taught how to obtain reliable and valid measures of human behaviour and psychological attributes. Insights into methodological issues related to the study of psychological phenomena in applied contexts are gained through having students carry out simple research projects in the context of a laboratory.

EDI content:

- a) The course discusses the importance of considering human diversity (gender, ethnicity, sexual orientation, socioeconomic level, cultural background, etc.) in order to obtain research results that are more representative of all humanity.

PSE213 Statistics for the Behavioural Sciences (required for major in psychology)

This course introduces the use of statistical concepts in the behavioural sciences. Students will learn about such concepts as measures of central tendency, measures of dispersion, and the normal distribution. Hypothesis testing will be introduced along with statistical tests for independent and related samples. The course will also include a brief introduction to non-parametric statistics.

EDI content:

- a) This course places a huge emphasis on variability. Although the course is statistical, it makes students aware that variability (or diversity) is implicit in every human characteristic.

PSE236 Cognition and Learning (required for major in psychology)

This course is concerned with the basic mental processes involved in learning and information processing. Topics include the basic and fundamental processes involved in learning and in cognition, including mind design, cognitive aspect of learning theories, attention, short-term and long-term memory, and higher mental processes of knowledge and language. The course incorporates three in-class laboratory exercises. Each lab includes running an assigned experiment, subsequent data collection and analysis, and write up as an experimental study using APA format. Students will use concepts of decision-making to analyze military situations.

EDI content:

- a) Cultural and gender differences in cognitive functions and brain structures.

PSE240 Personality (required for major in psychology)

This course is intended to introduce students to theory and research in personality. Students will review various theoretical models, the historical context in which they were developed, and how empirical research has informed these theories and been informed by these theories. The course will provide a broad overview of several major theories of personality, including psychoanalytic/psychodynamic, social/lifespan, humanistic, trait theories and cognitive/behavioural perspectives, and will examine both classic and current ideas about the nature and function of personality. Upon completion of this course, students will have an understanding of the basic concepts and principles of each theoretical perspective, be able to relate the personality theories to their own development, characteristics, and behaviours, and be able to apply the theories to others' lives in order to better understand their personalities and experiences.

EDI content:

- a) This course examines identity quite explicitly, including how this can affect various types of outcomes (e.g., social behaviours, health, career choices, stereotypes), and looks at the limitations of theories based on restricted groups (e.g., psychoanalytic theory). Acceptance of difference is encouraged by explicitly addressing how culture and other social factors interact with personality factors to produce specific human behaviours. Gender differences and similarities are discussed, as is the role of gender and other identity-related factors in the shaping of personality traits and related constructs (e.g., emotional expression).
- b) It explores and studies social behaviours, mental health, personal and professional choices (gender perspective), demonstrating the differences that exist among people in relation to how they function/their personality traits, etc.

PSE302 Brain and Behaviour

This course introduces the scientific study of how the brain relates to behaviour. The content falls in three areas: a) an examination of neurons, neurotransmitters, and how individual nerves work and communicate with other structures; b) a description of sensory and motor systems; and c) a summary of how the nervous system controls various aspects of behaviour and mental processes, such as learning, memory, motivation, emotion, aggression and cognition.

EDI content:

- a) Cultural and gender differences in cognitive functions and brain structures.

PSE310 Origins of Psychology

This course traces the historical roots of psychology from ancient Greece to the modern era. It explores how it was influenced by insights from medicine, philosophy, mathematics and other natural sciences. It also explains how events such as wars, technological advances and cultural revolutions, shaped our current views on human mental activity. Finally, students are led to develop critical thinking skills related to historical analysis.

EDI content:

- a) This course promotes historicism in order to better understand the past in its own context. Students are made aware that their views and decisions today may, over time, be seen as morally suboptimal. This awareness may enable them to be more ethically prudent.

PSE312 Applied Military Psychology (required for major in psychology)

The course gives students the opportunity to examine the psychological dimensions of military operations. The course begins with an overview of the field of military psychology and then focuses on selected topics like military socialization, combat stress, sleep deprivation, fear

and courage, and psychological operations. At the end of the course, students will be able to describe the impact of these psychological factors on performance during military operations.

EDI content:

- a) Considers the importance of military culture, describes diversity, describes intersectionality, explains the impact of diversity and demographics on military personnel generation.
- b) Defines gender, discusses the impact of gender on military identity and military policies.
- c) Explains how workplace accommodations can optimize military human resources.
- d) Even though there is a section of the course that directly addresses gender and culture, the focus on issues of equality, diversity and inclusion runs throughout the course in the form of discussions and content as these issues have direct implications for leadership.

PSE324 Cross-Cultural Psychology

Modern military operations typically involve multinational contingents comprised of units from a wide variety of cultures. The purpose of the course is to gain an understanding of the diversity that exists in the world and within Canada. This course provides an overview of some of the differences that exist across cultures and why these differences may exist. Topics to be covered include acculturation, stereotypes, prejudice, cross-cultural research, values, beliefs, gender roles, conflict and negotiation, communication, and intercultural training.

EDI content:

- a) Explore, discuss, and acquire an understanding of the principal issues in cross-cultural psychology
- b) Examine critically North American's approach to understanding and defining culture.
- c) Applying cross-cultural psychological research to individuals.
- d) Discussion of the inutility of 'race' as a meaningful and measurable construct is described as well as explored through various research articles.
- e) Students gain an appreciation for the differences and the similarities across cultures on issues of emotion, cognition, gender, communication, self identity, social behaviour, and health.
- f) Students learn about the interplay between language, behaviours, attitudes, and values in a cross-cultural context.
- g) Effects of acculturation, enculturation, and globalization are explored as well as the importance of adaptation.
- h) Recognize research methods utilized in cross-cultural psychology and the challenges posed in conducting cross-cultural research
- i) Understand, identify, and discuss the relevance of cross-cultural psychology to multiple subfields of psychology.
- j) Gain an awareness of personal cultural assumptions and of different cultural perspectives.
- k) Learn to find relevant information on cross-cultural psychology, evaluate, and write a critical review.
- l) Evaluating research and information effectively with a critical lense and an openness to cross-cultural and gender differences

PSE328 Group Dynamics

The objective of the course is to enable students to develop an understanding of small group processes, particularly influences that groups have on individual members, as well as those factors which determine group effectiveness. The principal topics to be addressed are: the stages of group development; socialization processes; communication; decision-making process; and, group norms, cohesion and role definition.

EDI content:

- a) Empirical support for the importance of individual differences in the success of a group outcome are presented.
- b) The gender differences in communication and group behaviour are presented.

PSE330 Introduction to Abnormal Psychology

Starting with the distinction between abnormal and normal behaviour, the course moves to the contemporary classification system of abnormal behaviour. The major psychological disorders are discussed in detail (e.g., anxiety disorders, major affective disorders, stress disorders, neurosis, psychosis, and personality disorders). Current schools of treatment are also discussed, as well as their relative strengths and weaknesses.

EDI content:

- a) Every mental health issue discussed during the course includes a discussion of the prevalence of the disorder among males and females . . . and speculations on why these differences exist.
- b) Cover cultural and racial differences in the prevalence of different mental health issues.

PSE332 Introduction to Interviewing and Counselling

The goal of this course is to introduce students to counselling theory and skills that they can later apply as leaders and managers. This course will give students an opportunity to study theoretical perspectives on counselling and to apply these theories in situations that require interviewing and helping skills. After examining a number of theoretical concepts in counselling, the course will focus on the preparation and conduct of counselling interviews, solution-oriented interviews, active listening, verbal and non-verbal communication, problem solving and facilitating attitudes used in counselling interviews. A mix of psychological theory, case studies and practical applications will be presented throughout the course.

EDI content:

- a) There is a big emphasis in this course on how the students perceived “others” (meaning different than themselves); how they understand and express that “difference”; and the impact of this perception on relationships (i.e., as future officers dealing with subordinates).

PSE334 Introduction to Human Sexuality

The primary goal of this course is to provide a comprehensive overview of human sexuality. The focus of this approach is to examine human sexuality from a variety of backgrounds such as biology, physiology, public health, sociology, and psychology. This course is designed to provide students with informed sources, themes and research findings in order to develop their critical analysis. Through lectures, discussions, and the study of issues such as sexuality over the lifespan, reproduction, sexual identity and diversity, interpersonal communication, sexual health and risk, paraphilias, and sexual dysfunctions students will gain an appreciation of the complexity of human sexuality.

EDI content:

- a) Broad range of sexual diversity is presented. Students get to discuss and explore these differences in-depth
- b) Gender and cross-cultural differences for various aspects of sexuality (e.g., orientation, communication, behaviour, dysfunctions, contraception, sexual response, anatomy) are presented and discussed
- c) Foster healthy attitudes toward sexuality by providing knowledge and having discussions about the formation of sexual attitudes and myths
- d) Learn about the distinction between biological universals and cultural variation in human sexuality.
- e) Learn about the cultural assumptions underlying sexual behaviour.
- f) A section of the course is reserved for topics that touch on diversity and gender, for example.
- g) This section is particularly important because the readings lead to discussions on topics such as attitudes and myths about sexual differences.
- h) Students are encouraged to discuss these differences in order to understand their influence on their future work as officers.
- i) Sexual assault and harassment are dealt with as topics in the course.

PSE342 Emotion and Motivation

This course explores the evolutionary, physiological, cognitive, social and cultural aspects of human emotion and motivation. It begins with a survey of theoretical and methodological issues related to the scientific measurement of such phenomena. Next, it describes the origins, components, functions and consequences of different emotional and motivational states. Of particular interest is the analysis of how such states impact health, performance and social behaviour. Finally, students are provided with different strategies to manage their own emotions and motivation.

EDI content:

- a) This course raises students' awareness of cultural, gender and socioeconomic differences relevant to motivations and emotions.

PSE344 Sensation and Perception

This course explores the scientific study of human perception. It begins with a survey of different philosophical questions regarding the nature, functions and origins of our perceptions. Next, it presents the different types of stimuli and sensors implicated in vision, hearing and touch. Lastly, it explains how the nervous system processes and organizes these sensory inputs into coherent and complete perceptual representations of the world. Students will also learn to identify common myths and errors related to perception.

EDI content:

- a) This course addresses issues of human diversity at the sensory level (e.g., synesthesia, sensory disorders).

PSE346 Persuasion and Influence

The goal of this course is to provide students with knowledge on the theories and concepts of persuasion and influence, from both social psychology and leadership perspectives. Main course topics include communicator's characteristics, receiver's characteristics, cognitive and

social factors, attitude formation and change, behaviour modification and interpersonal communication. Also, different influence strategies will be presented.

EDI content:

- a) Throughout the course we cover gender and cultural differences in how people persuade and how they are persuaded.

PSE347 Positive psychology

The purpose of this course is to explore some of the principles, concepts and theories within the field of positive psychology, such as living a meaningful and gratifying life, mindfulness, engagement and hope. Using a scientific perspective, we will study the factors (biological, psychological, social and emotional) that promote well-being and the positive aspects of human experience. In addition, we will examine techniques and exercises that contribute to a more fulfilling and satisfying life. This course includes two teaching methods: didactic (lecture courses and required reading) and experiential / interactive (group discussions and activities).

EDI content:

- a) Incorporate a small amount of work on Indigenous values, beliefs, and practices where appropriate,
- b) Consider EDI relevant variables (gender, other identity variables) in the presentation of research findings

PSE350 Advanced Research Methods (required for honours in psychology)

This course will provide detailed coverage of key concepts and practices related to conducting behavioural science research in an institutional setting and will give students the opportunity to further develop their research skills. Students will be presented with the ethical and administrative considerations for behavioural science. By means of research projects and laboratories, students will also learn to select the proper statistical analysis for various research designs, to follow systematic data cleaning procedures, to read and interpret results from computer outputs, and to describe and report results in APA format.

EDI content:

- a) Describes importance and value of diverse samples, the consequences for theory of failure to consider diversity
- b) Encourage student researchers to be inclusive in their research practices (e.g., by carrying out research in both official languages, when possible, and by strongly encouraging students to include variables such as gender, and other identity-related variables (e.g., military service - Army, Navy, Air Force; FOL; faculty - HSS, Sci, Engineering) as pertinent to the analysis and interpretation of empirical results) as well as to be more representative of the population.

PSE360 Human development through the lifespan

This course is designed to familiarize students with basic research and theory of human development across the life span. Physical, cognitive, communicative/linguistic, and social/emotional development during childhood, adolescence, adulthood, and old age will be examined. Factors that affect human development and principles of development will be studied.

EDI content:

- a) Gender differences across the human lifespan are presented and discussed. Gaining an appreciation for the differences and learning about the various biological, social, and socio-cultural theories that help to explain those differences

- b) Cross-cultural differences and limitations of the developmental literature are highlighted throughout the course.
- c) Sociocultural factors are explored to learn of their impact in the psychosocial and physical development of humans.
- d) Aggression and violence towards women in various contexts, but particularly in late adolescence and early adulthood are studied and discussed.
- e) Ageism and its implications for the elderly are studied.

PSE370 Recruitment and selection

This course is designed to familiarize students with basic theories, concepts and practices in industrial psychology. Students will examine how theoretical and empirical research in industrial psychology is used to solve typical human resources challenges. Representative topics include: recruitment, job analysis, competency evaluation and assessment, selection tests, psychometric issues in measurement, hiring procedures, applicant screening, the employment interview, legal issues in selection techniques and selection decisions, approaches to performance appraisal and performance rating systems. Students will be expected to demonstrate their comprehension of industrial psychology by completing projects with a direct application in these areas. References are made to the Canadian Forces personnel system to illustrate various points of discussion.

EDI content:

- a) Diversity in recruitment and selection discussed.
- b) Discrimination in the hiring process defined, adverse impact explained.
- c) Equal opportunity, employment equity, bona fide occupation requirements and equity as a concept are all covered in depth.
- d) Protected grounds in employment based on the Charter of Human rights.
- e) Students will be exposed to various types of legal documentation such as the Canadian Charter of Rights and Freedoms, Canadian employment and employment equity legislation, CAF guidelines for diversity management strategies (as they relate to CAF target objectives; women, visible minorities, Indigenous Peoples, etc.) Students will explore misperceptions, biases and attribution errors in order to make them aware of these pitfalls. Several themes related to EDI will be discussed in relation to the CAF internal selection and recruitment processes (cultural differences, discrimination, bias, professional ethics and behaviours, etc.).

PSE380 Psychology and philosophy of religious conflicts

This course offers a critical study of the influence of religion on people and on conflicts. The first objective of this course is to closely examine the role of religion in the development of violence in conflicts and hostilities between different cultural and ethnic groups. The second objective is to understand what incites people or groups to use religion or particular beliefs as a means to provoke violence and create conflict. This course is designed to allow students to grasp a phenomenon that is more and more embedded in political-religious discourse and to analyse its various influences. This end will be accomplished with the help of psychological theories and research, religious concepts and studies, and philosophical insights. The acquisition of knowledge will be attained through formal teaching sessions, discussions and student presentations. Some of the themes that will be studied are: war in the name of God, personal and religious identity, religious fanaticism, suicide bombers, attachment theory, and terrorism.

EDI content:

- a) A section of this course addresses the inequities (i.e., the place they occupy in a cultural system) experienced by women and the violence they faced.

- b) Students are invited to reflect on those inequities and compare them with those experienced by women (and other groups) in Canada. address violence against women and the role that women play - roles attributed by a patriarchal society

PSE410 Psychology, morality and ethics

The objective of this course is to examine the relation between psychology as an empirical discipline and ethics as a normative discipline. The aim is to engage students in a reflection that will help them understand the important role of psychology in ethical thinking. The course focuses on what psychology teaches us about the structure of human beings as principal agents of ethical decisions. To address this issue, the pedagogical approach for this course will borrow theories, concepts and practices from the domain of psychology and the field of ethics. These three angles (theories, concepts and practices) are intertwined in exploring themes such as personality, identity development, empathy, character development, and in closely studying ethical cases such as cognitive dissonance in ethical discourse, differences between sexes and conflict in values in ethical decision-making.

EDI content:

- a) A section of this course addresses the issue of “difference” and developing moral behaviour.
- b) In addition, this course highlights the ethics of “care,” which is based on ethics of difference.
- c) Students are also encouraged to think “outside the box” and to “push” the boundaries of their ethical reasoning regarding the use of “other” and “different” in their language and speech.

PSE415 Psychological Assessment

The topics covered include how different psychological tests are developed (e.g., those for cognitive ability, integrity, and personality assessment); and the use of psychological tests to make decisions about individuals (e.g., for employment or assessment centres). Students will be introduced to the types of measures commonly used in military and non-military contexts including education, selection and clinical psychology. The ethical and legal considerations regarding psychological tests will also be discussed.

EDI content:

- a) Gender and diversity issues are presented in the context of psychological testing.

PSE422 Psychology of Environmental Sustainability

This course will present the major topics of the psychology of environmental sustainability and the scientific study of the relationship between humans and the rest of nature. It will survey contemporary environmental issues and their relation with human behaviour as global warming is identified as a danger to world peace. The focus is on the application of theories and research in psychology to the issues of conservation. A weekly laboratory will involve the development and execution of studies in the domain of environmental conservation psychology.

EDI content:

- a) Cadets learn that global warming disproportionately affects individuals who are socially and economically disadvantaged, thus those most vulnerable in society.
- b) Cadets learn that individuals with money, status, and power may minimize global warming as actions designed to reduce climate change pose a threat to their existing power, status, and wealth.
- c) Prejudice and its link to climate change denial are explored.

PSE424 Thesis (required by honours students in psychology)

Special research under the supervision of a faculty member on an approved subject that may include statistical analyses and results interpretation, or in-depth analysis and application of the extant literature. Special topics in research methods as they pertain to the student's research will be discussed. This thesis will be examined by a committee constituted for the purpose.

EDI content:

- a) Issues around testing both genders, providing materials in both official languages, and the importance of diversity are discussed in the context of students' individual thesis topics
- b) Depending upon the thesis, some students conduct research in the domain of prejudice

PSE430 Stress

This course will concentrate on the fundamental aspects of the biological and psychological approach to stress and its consequences. Students will develop an understanding of the plausible mechanisms that link psychological and behavioural factors to stressors, stress, and strain (stress reactions). They will also gain insight into the ways that interventions may interrupt these processes. The course will cover the different types of stressors and the cumulative nature of stress. Concepts of stress, vulnerability, adaptability, resilience, coping, regenerative power, social support and related research will also be included. Finally, the course will include major stress management techniques, helping others cope with stress, and promoting wellness.

EDI content:

- a) Stress is also expressed when inequalities are experienced, for example.
- b) Issues of inequality, diversity and inclusion are highlighted in the course, especially since they are sometimes unrecognized causes of stress for the people involved.
- c) Students are encouraged to discuss the challenges of not being open or inclusive within the organization (first RMC and second CAF) in which they are involved.

PSE440 Forensic Psychology

This course explores the relationship between psychology and the law/legal system. Students will become familiarized with the nature and scope of forensic psychology. By the end of the course, they will be able to describe the work conducted by forensic psychologists and gain an understanding of the theories and empirical evidence that guide their work within the legal system. Topics that will be critically evaluated include criminal profiling, interrogations/confessions, eyewitness testimony, juries and jury selection, lie detection, fitness to stand trial, predicting violent behaviour and sentencing/imprisonment.

EDI content:

- a) Racial profiling is a reality, and the treatment of suspects varies greatly depending upon race, gender, religion, sexual orientation, and cultural origins.

PSE444 Sport Psychology

This course introduces the student to the psychological and social factors inherent in sport and exercise. Topics will include understanding participants (e.g., personality, motivation, stress); understanding sport and exercise environments (e.g., competition, feedback, reinforcement); understanding group processes (e.g., team dynamics, cohesion, leadership); enhancing performance (e.g., imagery, goal setting, concentration); improving health and well-being (e.g., athletic injuries and psychology, addictive and unhealthy behaviours, burnout and overtraining). This course will provide students with a greater understanding of the psychological dimensions

of sport, exercise and health, and then be better prepared to implement this knowledge in military settings.

EDI content:

- a) Themes of diversity are discussed.
- b) Diversity, inclusion, and exclusion in sport are also discussed.

PSE450 Advanced Social Psychology

This course will explore advanced topics in social psychology. Students will develop an understanding of the complexities of human relationships, gain an appreciation for how our behaviours come to be shaped by others, and how we, in turn, can exert an influence on those with whom we interact. Core material covered addresses: historical perspectives; interpersonal aspects; personal, interpersonal and collective phenomena; interdisciplinary perspectives; evolutionary social psychology; and emerging trends. Students will be introduced to commonly used social psychological experimentation and methodologies.

EDI content:

- a) Topics related to EDI include cultural differences, prejudice, discrimination, and social identity.

PSE454 (required for major in psychology)

The general objective of this course is to explore leadership theory and practice in depth, building on the concepts introduced in PSE301, and secondly, to develop an appreciation of how these impact on work performance and motivation. The general focus will be on the critical analysis of current leadership theories and their application to the military. Students will also be introduced to diagnostic and intervention strategies related to organizational development and to the leader as an agent of change. Ultimately, the student will be able to evaluate work situations and employ strategies to increase personnel performance and improve motivation and job satisfaction.

EDI content:

- a) Two full weeks are devoted to gender issues associated with leadership. For example, Alice Eagly (and colleagues) many meta-analyses of gender differences in leadership, the “Glass Ceiling,” overcoming systemic barriers, gender differences in followership, etc.
- b) Discuss cultural differences (e.g., Hofstede’s dimensions of culture like individualism/collectivism, power distance and masculinity/femininity; and House’s GLOBE Leadership Project).
- c) Discuss implications associated with coalition and multinational deployments where military leaders need to develop Cultural Intelligence (CQ) when functioning alongside allies from distinctly different cultural backgrounds – while also appreciating the nuances associated with being immersed in different cultures.

PSE470 Evolutionary Psychology

This course explores how biological evolution shaped human behaviour and mental processes. Starting with an overview of Darwin’s theory of natural and sexual selection, it addresses a variety of topics, including cooperation, altruism, competition, aggression and mating strategies. Borrowing from a wide array of disciplines, it invites students to analyze behaviours from an ultimate and functional perspective. Finally, attention is drawn to possible misinterpretations and abuse of evolutionary explanations in popular discourse.

EDI content:

- a) Covers our common human nature as homo-sapiens, the importance of variation among people

- b) debunks race as a scientific useful concept (while replacing it with the concept of lineage).

PSE482 Peace and Conflict Psychology

The goal of this course is to provide students with knowledge of psychology's contribution to understanding and improving human relations at interpersonal, intergroup, and international levels. Students will be presented key concepts, major theories and practises underlying peace, conflict, violence, and social inequities. Main course topics include prejudice, social inequalities, militarism, conflict resolution, social justice, peace education and nonviolent approaches to peace.

EDI content:

- a) Students learn of various theories, such as those that explain prejudice, and their role in maintaining and escalating conflict at the interpersonal, intergroup, and international levels
- b) Learn which conflict resolution strategies in the form of programs and mechanisms, have been shown to maintain peace and reduce intergroup contact
- c) Exploration of the roles of social inequalities and social injustice that make it difficult to maintain peace in a region.
- d) Examination of the role of competitive victimhood

PSE484 The Psychology of Gender in the Military

The purpose of this course is to examine psychological and social gender theories based on scientific research on gender-related issues. The topic of gender is somewhat controversial as it challenges various expectations on how women and men are viewed and defined. This course will look at some of these expectations (e.g., assigned roles) and address the psychological and social similarities and differences between women and men. Themes such as, but not limited to, gender role stereotypes, socialization practices, biological factors, and cultural norms will be covered. The role of gender in relation with the military will also be discussed.

EDI content:

- a) The course looks at research and theories pertaining to gender, and its intersection with racial, sexual, and occupational identities, and considers the gendered impact of policies and practices in the CAF and other work settings. Completion of the GBA+ online course is a course requirement.
- b) Understanding the complexities of sex and gender, and appreciating the diversity inherent within these variables, is introduced early in the course and is applied to specific contexts (e.g., organizational policies, performance expectations) throughout the term. Limitations of binary categories for sex and gender are critically examined and the effects of these limitations on gender research are discussed. Research regarding transgender persons is incorporated wherever it is available.
- c) Cultural differences in gender definitions and expectations are discussed, as are changes in such factors as a function of age and ability.
- d) Course content places an emphasis on diversity and inclusion, and the challenges and benefits that these pose for particular gender groups in society, and in the military and other organizational settings.
- e) Throughout the course, the benefits and obstacles posed by particular role definitions (e.g., the warrior identity; stereotype-based expectations about leaders) are evaluated and discussed, and the legitimacy of such definitions is debated.
- f) Military practices (e.g., descriptions of occupations, promotion criteria, deployment

requirements) are critically examined in light of gender differences and stereotypes.

- g) Differences in how gender is presented in academic and non-academic media contexts are addressed regularly.
- h) The course encourages discussions after reading articles on topics related to gender, diversity and inclusion, or in response to current events often related to the CAF.
- i) Some activities have been designed to raise awareness of the narratives (e.g., prescribed roles for men and women) that we have related to perspectives of gender, diversity and inclusion.
- j) Some activities provide an understanding of how these perspectives develop from childhood to adulthood.
- k) The Gender-based Analysis Plus (GBA+) is used as an analytical tool to apply it to a situation in the CAF that does not seem to consider a gender perspective.

Political Science and Economics

1. Course initiatives:

- New courses: ECE312 (covering topics in economic history of indigenous people).

2. Research Initiatives

- Research on Francophones and Anglophones and their access to credit in Canadian history:

Credit Cooperatives and Financial Inclusion: Evidence from Québec – with David Rosé

Manufacturing and Credit Ratings in Late Nineteenth Century Canada

