Course: 4150 6.0A (Y) Rigorous Alternatives for Contemporary Psychology

Course Webpage: http://www.yorku.ca/tteo/

Term: Fall and Winter 2010/2011

Prerequisite / Co-requisite: AK/AS/SC/PSYC 1010 6.0 or AK/PSYC 2410 6.0, with minimum grade of C (See Page 1); AK/AS/SC/PSYC 2030 3.0 or AK/PSYC 2530 3.0; AK/AS/SC/PSYC 2021 3.0, AK/AS/SC/PSYC 2020 6.0 or AK/PSYC 2510 3.0 or substitutes.

Course Instructor
Dr. Thomas Teo
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Course consultation hours: By appointment

Time and Location
Wednesday: 11:30-14:30, BSB 207

Expanded Course Description
This course provides an introduction to the international movement of critical psychology, which developed in the context of challenging the mainstream’s ontological, epistemological, and ethical-political assumptions, as well as its practices, in order to provide more comprehensive theories and interventions.

- In the fall term we analyze the various critiques of psychology, including the cultural-historical, postmodern, feminist, and postcolonial critique of psychology.
- In the winter term we focus on concrete alternatives developed by critical psychologists in various subdisciplines of psychology including clinical, community, health, and personality psychology, and look at critical topics such as globalization, empowerment, subjectivity, and resistance.
- The course involves lectures, seminar presentations, and discussions. Films and videos supplement some lectures.
- The required readings are central to the course. The lectures and presentations serve to enrich, clarify, and illustrate crucial issues from the assigned readings.
- Course Learning Objectives: The purpose of this course is to assist students in developing an overview of the critique of psychology and of alternative approaches developed in critical psychology. Students will be able to compare and contrast mainstream and critical psychology and gain knowledge about theories, concepts, methods, and practices in critical psychology. The course contributes to students’ understanding of the critique of psychology as well as to applying critical psychology to their various fields of interest.
• Purpose of the course: The course is designed to develop the competence of analyzing and evaluating psychological ideas, understanding the significance of hidden assumptions in psychology, learning about the consequences of science, improving presentation skills, critical thinking, and the written expression of ideas.

Course Texts / Readings and Tentative Outline in the Fall Term


September 15: Introduction

September 22: Historiography and the critique of psychology
Teo (2005): Chapter 1.

September 29: Metatheory and psychology as a problematic science
Teo (2005): Chapter 2.

October 6: Kant, philosophical psychology, and early critics
Teo (2005): Chapter 3.
Possible student presentation topics: Wolff, Kant, Herbart, Hegel, Locke, Shaftesbury, Reid; introspection, rationalism, empiricism.
First student presentations!
First comment for October 6 meeting is due on October 4 (Monday) at 13:00 (see below).

October 13: Reading Week [October 9-15]

October 20: The natural-scientific critique
Teo (2005): Chapter 4.
Possible student presentation topics: Lange, Chomsky on Skinner, Darwin, Koch; Darwinism, unification, integration, crisis of psychology.

October 27: The human-scientific critique
Teo (2005): Chapter 5.
Possible student presentation topics: Dilthey, Spranger, Allport, Giorgi; hermeneutics, phenomenology, human-scientific psychology.

November 3: The Marxist critique
Possible student presentation topics: Marx, Vygotsky, Holzkamp; ideology, cultural-historical psychology, emancipation, class, activity theory.

November 10: The feminist critique
Teo (2005): Chapter 7.
Possible student presentation topics: Keller, Harding, Gilligan; feminism, qualitative research, standpoint theory.

**November 17: The postmodern critique**
Teo (2005): Chapter 8.
Possible student presentation topics: Lyotard, Foucault, Derrida, Gergen; social constructionism, power, language, aesthetics.

**November 24: The postcolonial critique**
Possible student presentation topics: Galton, Said, Spivak; neo-colonialism, Indian psychology, “race mixture,” indigenous psychology, internationalization.

**December 1: The ethical-political character of psychology**
Teo (2005): Chapter 10.
Possible student presentation topics: CPA and APA ethics codes; financial interests in psychology; psychology and politics, values vs. facts, *is* vs. *ought*.

**December 8:**
Make-up exams (essay exam and short answers) on missed material (for students with more than two missed meetings in the fall term).
Additional individual meetings are optional.

Additional readings may be assigned or recommended during the course.

**Course Texts / Readings and Tentative Outline in the Winter Term**


**January 5: Philosophical and historical concerns**
Fox, Prilleltensky & Austin (2009): Chapters 2, 3

**January 12: Theory and methodology**
Fox, Prilleltensky & Austin (2009): Chapters 1, 19, 20

**First comment** for January 12 meeting is due on January 10 (Monday) at 13:00 (see below).

**January 19:** Personality, social, and industrial psychology
Fox, Prilleltensky & Austin (2009): Chapters 4, 6, 7

**First student presentations in winter!**

**January 26:** Clinical and community psychology
Fox, Prilleltensky & Austin (2009): Chapters 5, 8, 9

**February 2:** Law and human rights
Fox, Prilleltensky & Austin (2009): Chapters 10, 17

**February 11, 2011:** Last date to drop course without receiving a grade.

**February 09:** Race and racism
Fox, Prilleltensky & Austin (2009): Chapter 12

**February 16:** Class, gender, and disability studies
Fox, Prilleltensky & Austin (2009): Chapters 13, 14, 15

**February 23:** Reading week [February 19-25].

**March 2:** Globalization, politics, and mental health
Fox, Prilleltensky & Austin (2009): Chapters 16, 18, 21

**March 9:** Critical interventions
Fox, Prilleltensky & Austin (2009): Chapter 22

**March 16:** Liberation psychology
  [Journal can be accessed electronically {eResources} via York University Libraries Catalogue]
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  [Journal can be accessed electronically {eResources} via York Universities Library Catalogue]

**March 23:** What is human subjectivity?
Fox, Prilleltensky & Austin (2009): Chapter 11
  [Journal can be accessed electronically {eResources} via York University Libraries Catalogue]
  [Journal can be accessed electronically {eResources} via York University Libraries Catalogue]

**March 30:** Review of course

Make-up exams (essay exam and short answers) on missed material (for students with more than two missed meetings in the Winter term): During official exam period (April 6 – April 23).

Additional readings may be assigned or recommended during the course.

**Grading, Assignment Submissions, Lateness Penalties, and Missed Tasks**

Regular attendance and participation

• There are no regular exams in this course.
• In order to ensure that the material has been reflected upon adequately, regular attendance and participation are necessary.
• **If more than 2 meetings in the Fall term are missed, the student must take an exam regarding the missed meetings** (regardless of the reasons for missing class) on December 8, 2010.
• **If more than 2 meetings in the Winter term are missed, the student must take an exam regarding the missed meetings** (regardless of the reasons for missing class) during the official examination period at the end of the Winter term.
• Missed meetings or lack thereof in the Fall term do not carry over to the Winter term!
• **Attendance** will be taken around 11:45. A signature missing at that time counts as a missed meeting. Attendance is required until the end of class.
Presentations in class

- One presentation in the Fall term and one presentation in the Winter term!
- The course not only increases knowledge of a particular subject matter but also trains academic qualifications such as presentation skills and leading class discussions.
- The duration of the presentation (and leading a class discussion) for each student should be approximately **20-25 minutes** (longer if a video is shown).
- Assessment of the presentation by the whole group is taken into account (peer evaluation). Written assessments by class include sections on "Strengths," "Suggestions for Improvement," and a "Grade."
- Averaged grades and feedback are provided usually one week after the presentation (after class).
- In the peer-evaluation process do not grade your own presentation or a collaborator. If you did not collaborate with a presenter (on the same day as your presentation) you may grade his or her presentation.
- The presentation must go beyond class reading material and include additional sources. The presentation may include audiovisual material and class discussions should involve specific questions (quizzes, games, etc.) derived from the reading material.
- Presentations can be done individually or as a group effort.
- PowerPoint (or a similar presentation software) or transparencies are recommended.
- **Provide an electronic copy of your PowerPoint presentation or a copy of your transparencies at least 12 hours before your presentation (send to instructor via e-mail).**
- **List all sources (reference list) at the end of the PowerPoint presentation (or transparencies).**
- Use at least **25%** primary sources in your presentation.
- The presentation (and leading a class discussion) in the Fall term counts towards **30%** of the Fall grade.
- The presentation (and leading a class discussion) in the Winter term counts towards **30%** of the Winter grade.
- Grading for each presentation: Instructor: 50% - Peers: 50%.
- Letter grades will be used (A+, A, B+, etc.) which are converted into numbers (A+ = 9, A = 8, B+ = 7, etc.) which are averaged (for instance, B+ ranges from 6.5 to 7.49).

Paper

- The written elaboration of the presentation in a manuscript is required: One paper in the Fall term and one paper in the Winter term.
- Each paper must be written in APA format and have a length of 17 pages including references. References must be drawn from at least 12 different academic sources. Use subheadings but do not add empty lines. Wikipedia does not count as an academic source!
- Use at least **25%** primary sources in your paper.
- The paper must have a psychological perspective!
- **Course specific:** Use page numbers if you make a specific claim: Teo (2005) suggested that scientific racism is a form of intuition (see pp. 164-165); Teo (2005) used the term *culture-centrism* to emphasize biased forms of intuition (see p. 165).
- The deadline for the Fall paper is **December 20, 2010, 15:00.** Send e-mail attachment and hand in a hardcopy until Wednesday. There will be deductions for late submissions.
The deadline for the Winter paper is April 6, 2011, 15:00. Send e-mail attachment. Hand in hardcopy no later than Friday, April 8. There will be deductions for late submissions.

Deductions: Each day late will count as a deduction of 0.15 for the first two days, 0.25 for the next two days, 0.35 for the next two days, etc. This means: If you receive an average A for the paper and you are two days late you would receive: \( 8 - 0.30 = 7.7 \) (which is still an A).

All papers must be sent as an e-mail attachment to the instructor [criterion for date of submission] and handed in as a hardcopy.

More information on guidelines for the paper will be provided in one of the class meetings in September or October.

The Fall paper represents 40% of the Fall grade.

The Winter paper represents 40% of the Winter grade.

Grading: Letter grades.

Organization: 1. Title page (p. 1): Title of paper, name, student number; course title; term). 2. Abstract (p. 2) (150 - 200 words). 3. Paper (pp. 3-16) and 4. References (p. 17 and 18 if necessary) [Start a new page for the reference section]. Typing: Papers should be typed in Times Roman. Use a 12-point font and double spacing for the entire manuscript. Use 1-inch margins on the left, right, top, and bottom of the page. The text is to be left-aligned and not right-justified. Proofread the paper. Staple finished manuscript.

Questions and Comments

Fall: 500-600 words on the “Teo (2005) chapters” (use the word count function in your word processing program and list the number of words at the end of the section). Do not count references! Do not count direct quotes.

Winter: 500-600 words on 2 out of the 3 readings! (use the word count function in your word processing program and list the number of words at the end of the section). Do not count references! Do not count direct quotes.

Identify significant issues (2-3) in the texts and ask questions about them. Or, alternatively, ask a set of questions regarding the central idea in a chapter. A question should be provocative, demonstrate comprehension of the concepts, and challenge a viewpoint. Do not summarize material. Referencing is not required but necessary if you use additional sources.

A comment should be evaluative, provide arguments, and express a viewpoint. It contains an assessment of the text (see American Psychologist for advanced examples).

You should be aware of the difference between primary and secondary sources [Wrong {reading Teo (2005)}: "Kant argued …;" Correct: "According to Teo (2005), Kant argued …"] [Reason: Teo provides an interpretation that might be adequate or inadequate].

Questions/Comments are due on each Monday at 13:00 and must be sent as 1 attachment to my e-mail address (see above) (or in the main text). Send as a Word file (if possible).

Write your name at the top of the comments!

Write 4150 in the "subject" heading of the e-mail.

There will be deductions for late submissions (one full letter grade every 3 hours) and questions/comments received on Tuesday after 12:00 will not be accepted anymore (Exception: documented medical reasons).
• The first comments are due on Monday, October 4 at 13:00 for the October 6 Wednesday meeting. Questions/Comments are usually returned on Wednesdays.
• It is the responsibility of the student to make sure that all questions/comments were received back.
• If the day of comment submission falls on a holiday, comments should be submitted 1, 2, or 3 days earlier (but not later).
• Questions/Comments represent 30% of the grade in each term.
• Grading: Each “question / comments” will receive a qualitative grade: Outstanding (exceptional) = A+; excellent = A; Very good = B+; Good = B; etc. These qualitative comments are converted into numbers (A+ = 9, A = 8, B+ = 7, etc.) and averaged.
• For the day of one’s own presentation, no questions/comments need to be submitted!
• In addition, you are allowed to miss 2 questions/comments Monday submissions!

The final grade in this course is based equally on the grades of the Fall and Winter terms.

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Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles!

**IMPORTANT COURSE INFORMATION FOR STUDENTS**

All students are expected to familiarize themselves with York’s policies/procedures/regulations - http://www.yorku.ca/secretariat/policies/

• Academic Honesty Policy

• Academic accommodation for students with disabilities

• Student Code of Conduct