

**Faculty of Health
Department of Psychology
Prof. Dr. Thomas Teo**

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

Course Webpage: <http://www.yorku.ca/tteo/index/Courses.html>

Term: Fall and Winter 2013/2014

Prerequisites: AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.00 or AK/HH/PSYC 2530 3.00; one of AK/AS/HH/SC/PSYC 2021 3.00, AK/AS/HH/SC/PSYC 2020 6.00, AK/HH/PSYC 2510 3.00.

Course Instructor

Dr. Thomas Teo

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Course consultation hours: By appointment

Time and Location

Wednesday: 14:30-17:30, Founders College 103

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 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

1. Teo, T. (2005). *The critique of psychology: From Kant to postcolonial theory*. New York: Springer. [E-Book can be accessed via York University Libraries Catalogue. Type: The critique of psychology. *eResources*]
2. Fox, D., Prilleltensky, I., & Austin, S. (Eds.). (2009). *Critical psychology: An introduction (2nd ed.)*. London: Sage.
3. Journal articles.

September 11: Introduction.

September 18: The history of psychology and the critique of psychology.

1. Teo (2005): Chapter 1: ON THE HISTORIOGRAPHY OF THE CRITIQUE OF PSYCHOLOGY.
 2. Harris, B. (2009). What critical psychologists should know about the history of psychology. In D. Fox, I. Prilleltensky & S. Austin (Eds.), *Critical psychology: An introduction (2nd ed.)* (pp. 20-35). London: Sage. [Fox, Prilleltensky & Austin (2009): Chapter 2] [Answer Harris: Choose any of the questions on p. 35]
- **First Comment** for September 18 meeting is due on September 16 (Monday) at 13:00 (see below).

September 25: Metatheory and psychology as a problematic science.

1. Teo (2005): Chapter 2: METATHEORY AND THE CRITIQUE OF PSYCHOLOGY.
2. Teo, T. (1999). Functions of knowledge in psychology. *New Ideas in Psychology*, 17 (1), 1-15. [Access via York University Libraries *eResources*; or go to <http://yorku.academia.edu/ThomasTeo>]

October 2: Kant, philosophical psychology, and early critics.

1. Teo (2005): Chapter 3: KANT AND EARLY 19TH CENTURY CRITICS OF PSYCHOLOGY.
 2. Teo, T. (2007). Local institutionalization, discontinuity, and German textbooks of psychology, 1816–1854. *Journal of the History of the Behavioral Sciences*, 43 (2), 135-157. [Access via York University Libraries *eResources*; or go to <http://yorku.academia.edu/ThomasTeo>]
- Possible student presentation topics: Kant, Herbart, Hegel, Shaftesbury, Reid; introspection, rationalism, empiricism.
 - **First student presentations on October 2!**

October 9: Psychology as a natural science and its critics.

1. Teo (2005): Chapter 4: THE NATURAL-SCIENTIFIC CRITIQUE.
 2. Koch, S. (1993). "Psychology" or "the psychological studies"? *American Psychologist*, 48(8), 902-904. [Access via York University Libraries eResources]
- Possible student presentation topics: Lange, Chomsky versus Skinner, S. Koch; unification, integration, and crisis of psychology.

October 16: Psychology as a human science and its critiques.

1. Teo (2005): Chapter 5: THE HUMAN-SCIENTIFIC CRITIQUE.
 2. Martin, J., & Sugarman, J. (2009). Does interpretation in psychology differ from interpretation in natural science? *Journal for the Theory of Social Behaviour*, 39(1), 19-37. [Access via York University Libraries eResources]
- Possible student presentation topics: Dilthey, Spranger, Giorgi; hermeneutics, phenomenology, human-scientific psychology, natural versus human kinds.

October 23: Cultural-historical critiques.

1. Teo (2005): Chapter 6: THE MARXIST CRITIQUE.
 2. Teo, T. (2011). Radical philosophical critique and critical thinking in psychology. *Journal of Theoretical and Philosophical Psychology*, 31(3), 193-199. doi: 10.1037/a0024708 [Access via York University Libraries eResources; or go to <http://yorku.academia.edu/ThomasTeo>]
- Possible student presentation topics: Marx, Vygotsky, Holzkamp; ideology, cultural-historical psychology, critical pedagogy.

October 30: Co-curricular days [October 30 - November 3]

November 6: Feminism and its critique of psychology.

1. Teo (2005): Chapter 7: THE FEMINIST CRITIQUE.
 2. Campbell, R., & Wasco, S. M. (2000). Feminist approaches to social science: Epistemological and methodological tenets. *American Journal of Community Psychology*, 28(6), 773-791. [Access via York University Libraries eResources]
- Possible student presentation topics: Keller, Harding, Gilligan; feminism, feminist qualitative research, standpoint theory.

November 13: Postmodern reflections on psychology.

1. Teo (2005): Chapter 8: THE POSTMODERN CRITIQUE.
 2. Gergen, K. J. (2001). Psychological science in a postmodern context. *American Psychologist*, 56(10), 808-813. doi:10.1037/0003-066X.56.10.803 [Access via York University Libraries eResources]
- Possible student presentation topics: Lyotard, Foucault, Derrida, Gergen; social constructionism, power, language, aesthetics.

November 20: Postcolonial theories and their relevance to psychology.

1. Teo (2005): Chapter 9: THE POSTCOLONIAL CRITIQUE.
 2. Teo, T. & Febraro, A. (2003). Ethnocentrism as a form of intuition in psychology. *Theory and Psychology*, 13 (5), 673-694. [Access via York University Libraries eResources; or go to <http://yorku.academia.edu/ThomasTeo>]
- Possible student presentation topics: Galton, Said, Spivak; neo-colonialism, Indian psychology, “race mixture,” indigenous psychology.

November 27: Ethical-political dimensions in psychology.

1. Teo (2005): Chapter 10: REFLECTIONS ON THE ETHICAL-POLITICAL CHARACTER OF PSYCHOLOGY
 2. Cosgrove, L., Krinsky, S., Vijayaraghavan, M., & Schneider, L. (2006). Financial Ties between DSM-IV Panel Members and the Pharmaceutical Industry. *Psychotherapy and Psychosomatics*, 75(3), 154-160. [Access via York University Libraries eResources]
- Possible student presentation topics: Financial interests in psychology; psychology and politics, values vs. facts, *is* vs. *ought*, money and power.

December 4: Optional meeting in course director’s office.

Additional readings may be assigned or recommended during the course.

Course Texts / Readings and Tentative Outline in the Winter Term

January 8: Philosophical concerns in critical psychology.

1. Teo, T. (2009). Philosophical concerns in critical psychology. In D. Fox, I. Prilleltensky & S. Austin (Eds.), *Critical psychology: An introduction (2nd ed.)* (pp. 36-53). London: Sage. [Fox, Prilleltensky & Austin (2009): Chapter 3] [Answer Teo: Choose any of the questions on p. 53]
2. Teo, T. (2010). Ontology and scientific explanation: Pluralism as an *a priori* condition of psychology. *New Ideas in Psychology*, 28, 235-243. doi: 10.1016/j.newideapsych.2009.09.017 [Access via York University Libraries eResources; or go to <http://yorku.academia.edu/ThomasTeo>]

First Winter Comment for January 8 meeting is due on January 6 (Monday) at 13:00 (see below).

January 15: Doing critical theory.

1. Sloan, T. (2009). Doing theory. In D. Fox, I. Prilleltensky & S. Austin (Eds.), *Critical psychology: An introduction (2nd ed.)* (pp. 319-334). London: Sage. [Fox, Prilleltensky & Austin (2009): Chapter 19] [Answer Sloan: Choose question 2 or 3 (or both) on p. 334]
2. Teo, T. (2008). From speculation to epistemological violence in psychology: A critical-hermeneutic reconstruction. *Theory & Psychology*, 18(1), 47-67. [Access via York University Libraries eResources; or go to <http://yorku.academia.edu/ThomasTeo>]

January 22: Critical personality and industrial psychology.

1. Sloan, T. (2009). Theories of personality. In D. Fox, I. Prilleltensky & S. Austin (Eds.), *Critical psychology: An introduction (2nd ed.)* (pp. 57-74). London: Sage. [Fox, Prilleltensky & Austin (2009): Chapter 4] [Answer Sloan: Choose any of the questions on p. 74]
 2. Islam, G., & Zyphur, M. (2009). Concepts and directions in critical industrial/organizational psychology. In D. Fox, I. Prilleltensky & S. Austin (Eds.), *Critical psychology: An introduction (2nd ed.)* (pp. 110-125). London: Sage. [Fox, Prilleltensky & Austin (2009): Chapter 7] [Answer Islam & Zyphur: Choose any of the questions on p. 125]
- **First student presentations in winter on January 22! Students develop their own topics based on the readings. Consult the instructor!**

January 29: Critical clinical psychology.

1. Marecek, J., & Hare-Mustin, R. T. (2009). Clinical psychology: The politics of madness. In D. Fox, I. Prilleltensky & S. Austin (Eds.), *Critical psychology: An introduction (2nd ed.)* (pp. 75-92). London: Sage. [Fox, Prilleltensky & Austin (2009): Chapter 5] [Answer Marecek & Hare-Mustin: Choose any of the questions on p. 92]
2. Prilleltensky, I., Prilleltensky, O., & Voorhees, C. (2009). Psychopolitical validity in counselling and therapy. In D. Fox, I. Prilleltensky & S. Austin (Eds.), *Critical psychology: An introduction (2nd ed.)* (pp. 355-372). London: Sage. [Fox, Prilleltensky & Austin (2009): Chapter 21] [Answer Prilleltensky & Prilleltensky: Choose any of the questions on p. 372]

February 5: Critical approaches to law and government.

1. Arrigo, B., & Fox, D. (2009). Psychology and the law: The crime of policy and the search for justice. In D. Fox, I. Prilleltensky & S. Austin (Eds.), *Critical psychology: An introduction (2nd ed.)* (pp. 159-175). London: Sage. [Fox, Prilleltensky & Austin (2009): Chapter 10] [Answer Arrigo & Arrigo: Choose questions 1 or 2 (or both) on p. 175]
2. Soldz, S. (2008). Healers or interrogators: Psychology and the United States torture regime. *Psychoanalytic Dialogues. Special Issue: Coercive interrogations and the mental health profession*, 18(5), 592-613. [Access via York University Libraries eResources]

February 12: Critical approaches to “race” psychology.

1. Durrheim, K., Hook, D., & Riggs, D. W. (2009). Race and racism. In D. Fox, I. Prilleltensky & S. Austin (Eds.), *Critical psychology: An introduction (2nd ed.)* (pp. 197-214). London: Sage. [Fox, Prilleltensky & Austin (2009): Chapter 12] [Answer Durrheim, Hook, & Riggs: Choose any of the questions on p. 214]
2. Teo, T. (2009). Psychology without Caucasians. *Canadian Psychology/Psychologie canadienne*, 50(2), 91-97. [Access via York University Libraries eResources; or go to <http://yorku.academia.edu/ThomasTeo>]

February 14, 2014: Last date to drop course without receiving a grade.

February 19: Reading week [February 15-21].

February 26: The critical psychology of class and inequality.

1. Bullock, H. E., & Limbert, W. M. (2009). Class. In D. Fox, I. Prilleltensky & S. Austin (Eds.), *Critical psychology: An introduction (2nd ed.)* (pp. 215-231). London: Sage. [Fox, Prilleltensky & Austin (2009): Chapter 13] [Answer Bullock & Limbert: Choose any of the questions on p. 231]
2. Wilkinson, R. G., & Pickett, K. E. (2009). Income inequality and social dysfunction. *Annual Review of Sociology*, 35, 493–511. [Access via York University Libraries eResources]

March 5: Cultural psychology, peace psychology, and globalization.

1. Huygens, I. (2009). From colonization to globalization: Continuities in colonial "commonsense". In D. Fox, I. Prilleltensky & S. Austin (Eds.), *Critical psychology: An introduction (2nd ed.)* (pp. 267-284). London: Sage. [Fox, Prilleltensky & Austin (2009): Chapter 16] [Answer Huygens: Choose any of the questions on p. 284]
2. Lykes, M. B., & Coquillon, E. D. (2009). Psychosocial trauma, poverty, and human rights in communities emerging from war. In D. Fox, I. Prilleltensky & S. Austin (Eds.), *Critical psychology: An introduction (2nd ed.)* (pp. 285-299). London: Sage. [Fox, Prilleltensky & Austin (2009): Chapter 17] [Answer Lykes & Coquillon: Choose any of the questions on p. 299]

March 12: Liberation psychology.

1. Montero, M. (2007). The political psychology of liberation: From politics to ethics and back. *Political Psychology*, 28(5), 517-533. [Access via York University Libraries eResources]
2. Burton, M., & Kagan, C. (2005). Liberation social psychology: Learning from Latin America. *Journal of Community & Applied Social Psychology*, 15(1), 63-78. [Access via York University Libraries eResources]

March 19: Social justice.

1. Prilleltensky, I., & Nelson, G. (2009). Community psychology: Advancing social justice. In D. Fox, I. Prilleltensky & S. Austin (Eds.), *Critical psychology: An introduction (2nd ed.)* (pp. 126-143). London: Sage. [Fox, Prilleltensky & Austin (2009): Chapter 8] [Answer Prilleltensky & Nelson: Choose any of the questions on p. 143]
2. Fine, M. (2006). Bearing witness: Methods for researching oppression and resistance. A textbook for critical research. *Social Justice Research*, 19(1), 83-108. [Access via York University Libraries eResources]

March 26: A reflexive psychology of human subjectivity.

1. Teo, T. (2011). Reconstructing the critique of ideology: A critical-hermeneutic and psychological outline. *Annual Review of Critical Psychology*, 9, 20-27. [Access via York University Libraries eResources; or go to <http://yorku.academia.edu/ThomasTeo>]
2. Finlay, L. (2002). "Outing" the researcher: The provenance, process, and practice of reflexivity. *Qualitative Health Research*, 12(4), 531–545. doi:10.1177/104973202129120052 [Access via York University Libraries eResources]

April 2: Review of the course

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 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 write an essay (or essays) regarding the missed meetings** (regardless of the reasons for missing class) to be handed in on the same day as the fall paper. If you miss 3 meetings, then you need to hand in one additional paper; if you miss 4 meetings then you need to hand in two additional papers. If you miss more than 4 meetings, then you will automatically receive an "F" for the term. Each additional paper is worth 20% and changes the composition of the fall grade accordingly.
- **If more than 2 meetings in the Winter term are missed, the student must write an additional essay (or essays) regarding the missed meetings** (regardless of the reasons for missing class) to be handed in on the same day as the winter paper. If you miss 3 meetings, then you need to hand in one additional paper; if you miss 4 meetings then you need to hand in two additional papers. If you miss more than 4 meetings, then you will automatically receive an "F" for the term. Each additional paper is worth 20% and changes the composition of the winter grade accordingly.
- Missed meetings or lack thereof in the Fall term do not carry over to the Winter term!
- **Attendance** will be taken around 14:45. A signature missing at that time counts as a missed meeting. Attendance is required until the end of class.
- **Participation means active engagement during the meetings. The course director reserves the right to ban the use of laptops in 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 (or 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).
- Postponing a presentation (exception: documented medical reasons) carries an automatic deduction of 1.5 points.

Papers

- 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!
- The deadline for the Fall paper is **December 11, 2013, 23:59**. Send e-mail attachment and hand in a hardcopy within a couple of days. There will be deductions for late submissions.
- The deadline for the Winter paper is **April 9, 2014, 23:59**. Send e-mail attachment. Hand in hardcopy within a couple of days. 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 the fall.
- 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].

- **Due to the importance of written work in academia, a missing paper automatically leads to a failing grade in the term** (if you miss the fall paper, then you will receive an “F” as the fall grade).

Comments and Answers

- **Fall and winter: 400 words** for each reading (for a total of 800 words for a meeting) (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.
- Comments: 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 both readings. A comment 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.
- Answers: Chapters in Fox, Prilleltensky, & Austin (2009) have questions listed at the end of each chapter. Choose 1 or 2 questions and answer them in 400 words.
- An answer/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].
- Answers/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 (or Pages file or PDF file).
- **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 viable comments are due on Monday, September 16 at 13:00 for the September 18 Wednesday meeting. Answers/Comments are usually returned not later than 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 are accepted!**
- **You need to submit 6 comments per term. If you submit more than 6 comments, only the best 6 comments will be used.**

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

	Fall	Winter	Final Grade
Comment	30%	30%	
Presentation	30%	30%	
Paper	40%	40%	
	Fall Grade (FG)	Winter Grade (WG)	(FG + WG) / 2

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

IMPORTANT COURSE INFORMATION AND DUTIES

All students are expected to familiarize themselves with York's policies/procedures/regulations:

<http://www.yorku.ca/secretariat/policies/>

- Academic Honesty Policy
<http://www.yorku.ca/secretariat/policies/document.php?document=69>
- Academic Integrity for students <http://www.yorku.ca/academicintegrity/students/index.htm>
- **Make sure that you complete** the Online Academic Integrity Tutorial that contains information about plagiarism http://www.yorku.ca/tutorial/academic_integrity/
- **Make sure that you familiarize yourself** with Faculty of Health Academic Integrity Tutorial and Quiz
<http://www.yorku.ca/health/yquiz/academicintegritytutorial.pdf>
- Academic accommodation for students with disabilities
<http://www.yorku.ca/univsec/policies/document.php?document=68>
- Religious Observance Accommodation, etc.
<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs/>