Faculty of Health
Department of Psychology
PSYC 4150 6.0 A Summer
CRITICAL PSYCHOLOGY: THEORY, RESEARCH, AND PRACTICE
Tuesday / Thursday 14:30-17:30 / Online via Zoom
Summer 2020

Instructor: Prof. Dr. Thomas Teo
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Course Format: The entire course is run synchronously according to the Registrar's Office's schedule! Several platforms will be used in this course (e.g., Moodle, Zoom, etc.) through which students interact with the course materials, the course director, as well as with one another. You are expected to meet at the scheduled times via Zoom (see Moodle)! Please note that this is a course that depends on remote teaching and learning. There will be no in-class interactions or activities on campus.

For the discussion of issues ("office hour") we can meet before or after class on Zoom – please contact the instructor via email.

Technical requirements for taking the course: Students are expected to participate in the course (a) through video conferencing (Zoom); (b) appear on video (e.g., for lectures, presentations, discussions, etc.).

A stable, higher-speed internet connection as well as a computer with webcam and microphone or a smart device with these features are required.

Zoom is hosted on servers in the U.S. This includes recordings done through Zoom. If you have privacy concerns about your data, provide only your first name or a nickname when you join a session. The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without us knowing about it. Technology requirements and FAQs for Moodle can be found here:
http://www.yorku.ca/moodle/students/faq/index.html

Useful links describing computing information, resources and help:

Student Guide to Moodle
Zoom@YorkU Best Practices
Zoom@YorkU User Reference Guide
Computing for Students Website
Student Guide to eLearning at York University

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- Students must be in an Honours program in Psychology and have completed at least 84 credits (excluding (EDUC) education courses)

Course Credit Exclusions

See York Courses Website for a listing of any course credit exclusions.

Course website: Moodle

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 first term we analyze critiques of psychology and practice critical reflexivity regarding the foundations of the discipline and profession. In the second term we focus on alternatives developed by critical psychologists in various subdisciplines of psychology and look at critical topics, practices, methods, and interventions. The course involves lectures, seminar presentations, participation, and discussions. Films and videos may supplement some lectures. The readings are central to the course. The lectures and presentations serve to enrich, clarify, and illustrate crucial issues from the assigned readings.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in critical psychology.
2. Critically evaluate, synthesize and resolve conflicting results in critical psychology.
3. Articulate trends in critical psychology.
4. Locate research articles and show critical thinking about research findings in critical psychology.
5. Express knowledge of critical psychology in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

Specific Learning Objectives

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, applying reflexivity, improving presentation skills, critical thinking, and the written expression of ideas.

1. Compare and contrast mainstream and critical psychology.
2. Understand the limitations of psychology.
3. Apply critical psychology to various fields of interest.
4. Practice knowledge of critical psychology in written form.
5. Engage in critical dialogue with course director and peers.

Required Texts

Chapters and entries from:

Teo, T. (Ed.) (2014). *Encyclopedia of critical psychology*. Springer.
Online access - York libraries:
https://link-springer-com.ezproxy.library.yorku.ca/referencework/10.1007%2F978-1-4614-5583-7

Teo, T. (2018). *Outline of theoretical psychology: Critical investigations*. Palgrave Macmillan.
Online access - York libraries:
https://ebookcentral.proquest.com/lib/york/detail.action?docID=5389332

Parker, I. (Ed.) (2015). *Handbook of critical psychology*. Routledge.
Online access - York libraries:
https://ebookcentral.proquest.com/lib/york/detail.action?docID=2028268

Journal articles and book chapters (see below). If a link is broken use York libraries to find work.

Additional readings may be assigned or recommended during the course.

Course Requirements and Assessment:

Term 1	Date of Evaluation	Weighting
Summaries	Throughout the term	25%
Presentation	Usually within one week	25%
Paper	End of term	25%
Questions / Participation	Throughout the term	25%
		100%

Term 2: Same as Term 1.

Final Grade = (Term 1 + Term 2) / 2

Course Schedule

"The logic of the human sciences is a logic of the question" (Gadamer 1960/1997, p. 370).

Term 1: Critical-theoretical deconstructions and reconstructions

May 12, 2020
Course overview

May14
Text: Teo, T. (2018). Chapter 1: Introduction.
https://ebookcentral.proquest.com/lib/york/detail.action?docID=5389332

May 19
What is history good for?
Text: Rutherford, A. (2014). Historiography. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 866-872). Springer.
https://link-springer-com.ezproxy.library.yorku.ca/referenceworkentry/10.1007/978-1-4614-5583-7_136
Presentation and summary topic:
> Teo, T. (2015). Historical thinking as a tool for theoretical psychology: On objectivity. In J. Martin, J. Sugarman & K. L. Slaney (Eds.), *The Wiley handbook of theoretical and philosophical psychology: Methods, approaches and new directions for social sciences* (pp. 135-150). Wiley. https://www.academia.edu/12685412/Teo_T._2015_._Historical_thinking_as_a_tool_for_theoretical_psychology_On_objectivity._In_J._Martin_J._Sugarman_and_K._L._Slaney_Eds._The_Wiley_handbook_of_theoretical_and_philosophical_psychology_Methods_approaches_and_new_directions_for_social_sciences_pp._135-150_._New_York_Wiley

May 21
Ontological reflections on the discipline of psychology.
Text: Teo, T. (2018). Chapter 2: What is psychology?
Presentation and summary topic:
> Green, C. D. (2015). Why psychology isn't unified, and probably never will be. *Review of General Psychology, 19*(3), 207-214. http://dx.doi.org/10.1037/gpr0000051
> http://pdfs.semanticscholar.org/dc22/b8938fa3d952b6a6895c2c8897998b556cca.pdf

May 26
Ontological reflections on human nature.
Text: Teo, T. (2018). Chapter 3: What does it mean to be human?
Presentation and summary topic:
> Teo, T. (2020). Subhumanism: The re-emergence of an affective-symbolic ontology in the migration debate and beyond. *Journal for the Theory of Social Behaviour.* doi:10.1111/jtsb.12237
> https://onlinelibrary-wiley-com.ezproxy.library.yorku.ca/doi/full/10.1111/jtsb.12237

May 28
Ontological reflections on psychological concepts.
Text: Teo, T. (2018). Chapter 4: The "nature" of psychological objects, events, and concepts.
Presentation and summary topic:
> Brinkmann, S. (2005). Human kinds and looping effects in psychology: Foucauldian and hermeneutic perspectives. *Theory & Psychology, 15*(6), 769-791. doi:10.1177/0959354305059332
> https://journals-sagepub-com.ezproxy.library.yorku.ca/doi/pdf/10.1177/0959354305059332

June 2

Epistemological concerns about the status quo.

Text: Teo, T. (2018). Chapter 5: The consequences of positivism in psychology.

Presentation and summary topic:

> O'Doherty, K. C., & Winston, A. (2014). Variable, Overview. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 2051-2062). Springer.
> https://link-springer-com.ezproxy.library.yorku.ca/referenceworkentry/10.1007/978-1-4614-5583-7_681

June 4

Epistemology and the role of the social characteristics.

Text: Teo, T. (2018). Chapter 6: Do social characteristics influence knowledge?

Presentation and summary topic:

> Ruck, N., Rutherford, A., Brunner, M., & Hametner, K. (2019). Scientists as (not) knowing subjects: Unpacking standpoint theory and epistemological ignorance from a psychological perspective. In K. C. O'Doherty, L. M. Osbeck, E. Schraube, & J. Yen (Eds.), *Psychological Studies of Science and Technology* (pp. 127-148). Palgrave Macmillan.
> https://ebookcentral.proquest.com/lib/york/reader.action?docID=5880912&ppg=141

June 9

Epistemology and culture.

Text: Teo, T. (2018). Chapter 7: Culture, epochs, and psychological knowledge.

Presentation and summary topic:

> Bhatia, S. (2014). Orientalism. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1294-1300). Springer.
> https://link-springer-com.ezproxy.library.yorku.ca/referenceworkentry/10.1007/978-1-4614-5583-7_207

June 11

Ethical-political debates on power and money.

Text: Teo, T. (2018). Chapter 8: The role of values, power, and money in the psydiscplines.

Presentation and summary topic:

> Pope, K. S. (2016). The code not taken: The path from guild ethics to torture and our continuing choices. *Canadian Psychology/Psychologie canadienne, 57*(1), 51-59.
> doi:http://dx.doi.org/10.1037/cap0000043
> https://search-proquest-com.ezproxy.library.yorku.ca/docview/1764143784/FD21186C8718498EPQ/6?accountid=15182

June 16

Ethical-political debates on social justice.

Text: Teo, T. (2018). Chapter 9: Should psychology care about injustice?

Presentation and summary topic:

> Rosenthal, L. (2016). Incorporating intersectionality into psychology: An opportunity to promote social justice and equity. *American Psychologist, 71*(6), 474-485.
> https://doi.org/10.1037/a0040323
> https://search-proquest-com.ezproxy.library.yorku.ca/docview/1815372280/354C95688D8844ECPQ/1?accountid=15182

June 18
Ethical-political debates on making problems.
Text: Teo, T. (2018). Chapter 10: Problem-making versus problem-solving in society.
Presentation and summary topic:

> Teo, T. (2004). The historical problematization of "mixed race" in psychological and human-scientific discourses. In A. Winston (Ed.), *Defining difference: Race and racism in the history of psychology* (pp. 79-108). American Psychological Association.
> https://search-proquest-com.ezproxy.library.yorku.ca/docview/614198932/6BECD2C0A00A4B20PQ/4?accountid=15182

Reading week: June 23-26

Term 2: Doing critical psychology (construction) [links to be added in June]

June 30, 2020
Critical psychology around the world.
Text: Teo, T. (2015). Critical psychology: A geography of intellectual engagement and resistance.
  American Psychologist, 70(3), 243-254.
  https://search-proquest-com.ezproxy.library.yorku.ca/docview/1648591772?rfr_id=info%3Axri%2Fsid%3Aprimo
Presentation and summary topic:

> Parker, I. (2015). Introduction: Principles and positions. In I. Parker (Ed.), *Handbook of critical psychology* (pp. 1-9). Routledge.
> https://ebookcentral.proquest.com/lib/york/reader.action?docID=2028268&ppg=18

Theory and Methods

July 2
Theorizing.
Text: Teo, T. (2008). From speculation to epistemological violence in psychology: A critical-hermeneutic reconstruction. *Theory & Psychology, 18*(1), 47-67.
  https://journals-sagepub-com.ezproxy.library.yorku.ca/doi/abs/10.1177/0959354307086922
Presentation and summary topic:

> Schraube, E. (2015). Why theory matters: Analytical strategies of critical psychology. *Estudos de Psicologia* (special issue on *critical psychology*), *32*(3), 533-545. doi:10.1590/0103-166X2015000300018
> https://www.scielo.br/pdf/estpsi/v32n3/0103-166X-estpsi-32-03-00533.pdf

July 7
Reflexivity on privilege.
Text: Fine, M. (2014). Circuits of dispossession and privilege. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 227-234). Springer.
  https://link-springer-com.ezproxy.library.yorku.ca/referenceworkentry/10.1007/978-1-4614-5583-7_41
Presentation and summary topic:

Riggs, D. W. (2014). Whiteness. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 2075-2080). Springer. https://link-springer-com.ezproxy.library.yorku.ca/referenceworkentry/10.1007/978-1-4614-5583-7_331

July 9

Participatory action research.

Text: Torre, M. E. (2014). Participatory action research. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1323-1327). Springer. https://link-springer-com.ezproxy.library.yorku.ca/referenceworkentry/10.1007/978-1-4614-5583-7_211

Presentation and summary topic:

Lykes, M. B. (2013). Participatory and action research as a transformative praxis: Responding to humanitarian crises from the margins. *American Psychologist, 68*(8), 774-783. https://search-proquest-com.ezproxy.library.yorku.ca/docview/1492507608/6565437720EA4249PQ/48?accountid=15182

July 14

Discourse analysis.

Text: Taylor, S. (2014). Discourse analysis. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 449-451). Springer. https://link-springer-com.ezproxy.library.yorku.ca/referenceworkentry/10.1007/978-1-4614-5583-7_80

Presentation and summary topic:

Parker, I. (2013). Discourse analysis: Dimensions of critique in psychology. *Qualitative Research in Psychology, 10*(3), 223-239. https://journals-scholarsportal-info.ezproxy.library.yorku.ca/details/14780887/v10i0003/223_dadocip.xml

Practices and Fields of Work

July 16

Critical community psychology.

Text: Fryer, D., & Duckett, P. (2014). Community psychology. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 284-290). Springer. https://link-springer-com.ezproxy.library.yorku.ca/referenceworkentry/10.1007/978-1-4614-5583-7_53

Presentation and summary topic:

Prilleltensky, I. (2008). The role of power in wellness, oppression, and liberation: The promise of psychopolitical validity. *Journal of Community Psychology. Special Issue: The assessment of power through psychopolitical validity, 36*(2), 116-136. https://journals-scholarsportal-info.ezproxy.library.yorku.ca/details/00904392/v36i0002/116_tropiwltpopv.xml

July 21

Critical health psychology.

Text: Murray, M., & Chamberlain, K. P. (2014). Health psychology. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 844-850). Springer.

https://link-springer-com.ezproxy.library.yorku.ca/referenceworkentry/10.1007/978-1-4614-5583-7_132

Presentation and summary topic:

Johnstone, L. & Boyle, M. with Cromby, J., Dillon, J., Harper, D., Kinderman, P., Longden, E., Pilgrim, D. & Read, J. (2018). *The Power Threat Meaning Framework: Overview.* Leicester: British Psychological Society. [Access at: https://www.bps.org.uk/sites/bps.org.uk/files/Policy%20-%20Files/PTM%20Overview.pdf [pp. 8-27]

July 23

Critical psychology of class and inequality.

Text: Day, K., Rickett, B., & Woolhouse, M. (2014). Class dismissed: Putting social class on the critical psychological agenda. *Social and Personality Psychology Compass, 8*(8), 397-407. https://journals-scholarsportal-info.ezproxy.library.yorku.ca/details/17519004/v08i0008/397_cdpscotcpa.xml

Presentation and summary topic:

Wilkinson, R. G., & Pickett, K. E. (2009). Income inequality and social dysfunction. *Annual Review of Sociology*, *35*, 493–511. https://search-proquest-com.ezproxy.library.yorku.ca/docview/199614637/C1EB48F46A24B1FPQ/22?accountid=15182

July 28

Queer psychology.

Text: Johnson, K. (2014). Queer theory. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1618-1624). Springer. https://link-springer-com.ezproxy.library.yorku.ca/referenceworkentry/10.1007/978-1-4614-5583-7_592

Presentation and summary topic:

Penaloza, M. R., & Ubach, T. C. (2015). Queer theory: Disarticulating critical psychology. In I. Parker (Ed.), *Handbook of critical psychology* (pp. 339-347). Routledge. https://ebookcentral.proquest.com/lib/york/reader.action?docID=2028268&ppg=342

July 30

Critical disability studies.

Text: Gill, C. J. (2014). Persons with disabilities. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1374-1383). Springer. https://link-springer-com.ezproxy.library.yorku.ca/referenceworkentry/10.1007/978-1-4614-5583-7_591

Presentation and summary topic:

Goodley, D., Lawthom, R., & Cole, K. R. (2014). Posthuman disability studies. *Subjectivity, 7*(4), 342-361. https://link-springer-com.ezproxy.library.yorku.ca/article/10.1057/sub.2014.15

Psychological humanities

August 4

Subjectivity and neoliberalism

Text*:* Teo, T. (2018). Homo neoliberalus: From personality to forms of subjectivity. *Theory & Psychology, 28*(5), 581-599. https://journals-sagepub-com.ezproxy.library.yorku.ca/doi/full/10.1177/0959354318794899

Presentation and summary topic:

> Teo, T. (2017). From psychological science to the psychological humanities: Building a general theory of subjectivity. *Review of General Psychology, 21*(4), 281-291. https://journals-sagepub-com.ezproxy.library.yorku.ca/doi/full/10.1037/gpr0000132

<u>August 6</u>
Psychology and aesthetics
Text: Teo, T. (2017). Subjectivity, aesthetics, and the nexus of injustice: From traditional to street art. In S. H. Awad & B. Wagoner (Eds.), *Street art of resistance* (pp. 39-62)*.* Palgrave Macmillan. http://web.a.ebscohost.com.ezproxy.library.yorku.ca/ehost/ebookviewer/ebook?sid=9356c292-de29-4162-838e-798303e82912%40sdc-v-sessmgr02&vid=0&format=EB
Presentation and summary topic:

> Larrain, A., & Haye, A. (2019). Self as an aesthetic effect. *Frontiers of Psychology, 10*, 1433. https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01433/full

<u>August 11</u>
Review of course

Description of Assignments

Overview - for each term:

(a) Summaries: Compose a total of 4 (per term) summaries (500-600 words) of arguments on "Presentation and summary topic" ahead of each class meeting.

(b) Presentations: Give a 20-minute presentation on the "Presentation and summary topic" (per term).

(c) Papers: Write a 1500-1750-word paper on your "Presentation" (per term).

(d) Attendance and participation: Develop 2 written questions regarding the main text ("Text") that show that you understood the chapter ahead of each class meeting. Submit these 2 questions for 8 meetings per term.

<u>(a) Summaries</u>

- 500 – 600-word summaries for the "Presentation and summary topic" (use the word count function in your word processing program and list the number of words at the end of the summary). Do not count references! Do not count direct quotes.
- Make a summary based in the significant arguments. A summary should demonstrate comprehension of the concepts. Referencing is not required but necessary if you use additional sources. A summary is not an opinion piece. Be aware of the difference between primary and secondary sources.
- For the due day see Moodle (due before the meeting). Write your name at the top of the summary!
- Summaries represent 25% of the grade in each term.
- Grading: Each "summary" 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 summaries are accepted!

- You need to <u>submit 4 summaries per term</u>. If you submit more than 4 summaries, only the highest rated 4 summaries will be used.

(b) Presentations in class

- One presentation in each 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.
- Presentations should be *educational* for peers.
- The duration of the presentation (and leading a class discussion) for each student should be 20 minutes long (raw) (longer if AV material is used and with discussions).
- 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."
- Grades and feedback are provided usually one week after the presentation.
- In the peer-evaluation process do not comment on your own presentation or a collaborator. If you did not collaborate with a presenter (on the same day as your presentation) you may grade their presentations.
- The *presentation must go beyond a summary* and include additional sources. The presentation may include audiovisual material and class discussions should involve specific questions derived from the reading material.
- Presentations should be done individually.
- PowerPoint or Keynote (or a similar presentation software) is recommended.
- List all sources (reference list) at the end of the PowerPoint presentation.
- Include primary sources in your presentation.
- Letter grades will be used (A+, A, B+, etc.).
- Send presentation to instructor 6 hours before presentation.
- Postponing a presentation (exception: documented medical reasons) carries an automatic deduction of 1.5 points.

(c) Papers

- The written elaboration of a topic (e.g., concept) mentioned in the presentation is required for each term.
- Each paper must be written in APA format. The minimum is 1500 words without references, title page, and abstract (maximum is 1750 words).
- References must be drawn from at least 7 different academic sources. You can use subheadings. Wikipedia does not count as an academic source! Include primary sources in your paper.
- The paper must have a psychological perspective!
- The deadlines are June 20 (T1) and August 12 (T2).
- More information on guidelines for the paper will be provided in one of the class meetings.
- 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* and 4. *References* [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].

(d) Regular attendance and participation

- For meetings: Develop 2 written questions.
- Develop 2 written questions regarding the main text ("Text") that show that you understood the chapter/article ahead of each class meeting. Submit these 2 questions for 8 meetings per term. Submitting questions for less than 8 meetings means letter grade deductions.
- For the day of one's own presentation, no questions are accepted!
- 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.
- Quantity and Quality of contributions will be assessed.
- For each term: If more than 2 meetings are missed, the student receives a letter grade deduction for "Participation and Attendance".
- Missed meetings or lack thereof in the first term do not carry over to the second term!
- Attendance is required for the full time of class!
- Participation means active engagement during the meetings.

Grading as per Senate Policy

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar - Grading Scheme for 2019-20

Late Assignment:

For any missed quiz or late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office.
HH PSYC: Missed Tests/Exams Form. Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment.

We cannot request APS during the summer due to COVID-19

Add/Drop Deadlines

For a list of all important dates please refer to: Summer 2020 Important Dates

	SU	S1	S2
Last date to add a course **without permission** of instructor (also see Financial Deadlines)	May 25	May 15	June 29
Last date to add a course **with permission** of instructor (also see Financial Deadlines)	June 8	May 26	July 10
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	July 17	June 8	July 29
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	July 18 - Aug. 12	June 9 - June 22	July 30 - Aug. 12

*Note: *You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

Information on Plagiarism Detection

All students should take the Online Academic Integrity Tutorial containing information about plagiarism. Software may be used to detect plagiarism in texts.

To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course Moodle) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) as permitted during class time for course-related purposes. It is expected that you would complete assignments in a manner that does not require consulting an unauthorised sources.

Attendance Policy

See above

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with Information about the Senate Policy on Academic Honesty

Please familiarize yourself with the meaning of academic integrity by completing SPARK's Academic Integrity module at the beginning of the course. Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities, and can be punishable according to the Senate Policy on Academic Honesty."

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with ***Student Accessibility Services (SAS)*** to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.**

https://accessibility.students.yorku.ca/

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy.](#)

Course Materials Copyright Information

These course materials are designed for use as part of the 4150 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement.](#)