Graduate Studies, Office of the Dean
York University

230 York Lanes - 4700 Keele Street
Toronto, ON, Canada M3J 1P3

Tel: (416) 736-5521
gradstudies.yorku.ca

New Course Proposal Form

The following information is required for all new course proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. **Program:** Psychology

2. **Course Number:** Psyc 6064

3. **Credit Value:** 3.0

4. **Long Course Title:** Psychology and Social Justice: Historical, Theoretical, and Critical Perspectives

5. **Short Course Title:**
   Psychology and Social Justice

6. **Effective Session:** Fall 2024

7. **Calendar (Short) Course Description:**

This course offers a historical, theoretical, and critical perspective on contemporary questions of equity, diversity, and inclusion. It examines how psychology as a field has advanced and/or constrained demands for greater social justice.

8. **Expanded Course Description:**

This course examines how psychology as a field has advanced and/or constrained demands for greater social justice. The specific topics covered will vary based on instructor. They may include some combination of the following: race, racism, and anti-racism; feminism and gender discrimination; the LGBTQQIP2SAA movements and sexual rights; class and anti-poverty activism; disability rights; forced migration and refugees; climate change and environmental justice. This course provides students with a historical, theoretical, and critical perspective on contemporary questions of equity, diversity, and inclusion.

9. **Rationale:**

The aim of this course is to expand the course offerings by the Historical, Theoretical, and Critical Studies of Psychology graduate area (HTC). The course dovetails completely with this program's learning objectives which centre on understanding psychological phenomenon from a historical, philosophical, and critical perspective. This course will examine the field of psychology's past, present, and future relationship with questions of social justice. This course compliments (but in no way conflicts with) a currently offered and required course (Psyc 6030) which focuses on theoretical and critical psychology.

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10. Evaluation:

Participation	20%
Two Page, Weekly Reader Responses	30% (12 X 2.5% each)
Class Opener/Seminar Leader	20%
Research Paper	30%

11. Integrated Courses:
No.

12. Crosslisted Courses:
N/A

13. Faculty Resources:
Michael Pettit, Michaela Hynie, Thomas Teo, Laina Bay-Cheng, Alexandra Rutherford, Donald Brown

14. Physical Resources:

This course simply requires a seminar room with audio-visual equipment.

15. Bibliography and Library Statement:

Please provide an appropriate and up-to-date bibliography in standard format. A statement from the University librarian responsible for the subject area certifying that adequate library resources are available for the new course must be provided.

Adams, G., Dobles, I., Gómez, L. H., Kurtiş, T., & Molina, L. E. (Eds.). (2015). Decolonizing psychological science. *Journal of Social and Political Psychology*, *3*(1).

Comas-Díaz, L. E., & Rivera, T. (2020). *Liberation psychology: Theory, method, practice, and social justice*. American Psychological Association.

Fine, M. (2006). Bearing witness: Methods for researching oppression and resistance—A textbook for critical research. *Social Justice Research*, *19*, 83-108.

Giraud, E. H. (2019). *What comes after entanglement?: Activism, anthropocentrism, and an ethics of exclusion*. Duke University Press.

Goodley, D. (2013). Dis/entangling critical disability studies. *Disability & Society*, *28*(5), 631-644.

Hamber, B. (2009). *Transforming societies after political violence: Truth, reconciliation, and mental health*. Springer Science & Business Media.

Hegarty, P. (2017). *A recent history of lesbian and gay psychology: From homophobia to LGBT*. Routledge.

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Martín-Baró, I. (1994). *Writings for a liberation psychology*. Harvard University Press.

Montero, M., & Sonn, C. C. (Eds.). (2009). *Psychology of liberation: Theory and applications*. Springer Science & Business Media.

Robcis, C. (2021). *Disalienation: Politics, philosophy, and radical psychiatry in postwar France*. University of Chicago Press.

Rutherford, A., Cherry, F. & Unger, R. (Eds.) (2011). 75 years of social science for social action: Historical and contemporary perspectives on SPSSI's scholar- activist legacy, *Journal of Social Issues, 67*(1).

Sacipa-Rodriguez, S., & Montero, M. (Eds.). (2014). *Psychosocial approaches to peace-building in Colombia*. Springer International Publishing.

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*, *50*(2), 132-148.

Watkins, M. (2019). *Mutual accompaniment and the creation of the commons*. Yale University Press.

MEMORANDUM
York University Libraries

To: Michael Pettit, Professor, Department of Psychology, Faculty of Health

From: Marcia Salmon, Digital Scholarship Metadata Librarian, Content Development and Analysis

Date: Thursday December 21, 2023

Subject: Library Statement of Support – Psychology and Social Justice: Historical, Theoretical, and Critical Perspectives (PSYC 6064)

Summary

York University Libraries (YUL) is well positioned to support the proposed course. Faculty and students can make use of an array of library resources and services to meet their research and learning needs. This statement highlights offerings related to the major themes of the course. It also brings attention to collections of interest from connected fields such as psychology, social justice, human rights and equity.

Collections

The Libraries' collections echo the curricular and research priorities of students and faculty. Care is given to select materials that reflect new courses taught at York, as well as research and publishing trends. Library personnel review reading lists supplied for proposed courses to address any potential gaps. Tailored purchasing profiles ensure new materials are regularly purchased on subjects such as:

- psychology, social justice, human rights and equity

Historically, textbook publishers have not made their electronic content available for purchase by libraries. This remains an ongoing challenge. Library personnel can assist with locating Open Access alternatives. Furthermore, the Libraries' Open Scholarship department offers support to researchers on digital publishing, open repositories, and Creative Commons licensing.

The Omni single-search interface provides students with access to a wide range of materials, including books, book chapters, articles, dissertations, streaming media, etc. Library users may also request items from partner libraries through Omni. A selection of electronic collections of particular interest are highlighted below. The A-Z list on the Libraries' website provides a complete register of electronic offerings.

eBook Platforms:

- De Gruyter eBooks

- Oxford Scholarship Online
- Cambridge Core
- Taylor & Francis eBooks
- ProQuest eBook Central
- Scholars Portal Books

Subject Databases:

- APA PsycInfo
- PsycARTICLES
- Web of Science
- Scopus
- Medline
- CINAHL: Cumulative Index to Nursing and Allied Health
- Sociological Abstracts
- Applied Social Sciences Index and Abstracts
- Project Muse
- JSTOR

Canadian Content:

- Canadian Periodicals Index Quarterly (CPI.Q)
- Canadian Business and Current Affairs Complete (CBCA)
- America: History & Life
- Érudit

Reference Resources:

- Britannica Online
- Universalis
- Oxford Bibliographies Online
- Oxford Reference Online
- Very Short Introductions (Oxford University Press)
- Oxford Research Encyclopedia of Psychology
- Encyclopedia of Critical Psychology

Standards:

- Diagnostic and Statistical Manual of Mental Disorders, Volume 5

Newspaper/ Magazine Collections:

- Alternative Press Index
- Press Reader
- Factiva
- Eureka.cc
- Nexis Uni

Streaming Media:

- PsycTHERAPY
- Kanopy
- National Film Board (NFB)

- Curio.ca
- Audio Ciné
- Sage Research Methods

Services

Library Instruction

Librarians and archivists help students build research skills and digital fluencies through [workshops](#), online [research guides](#), and individual research assistance. Instructors can [arrange a research skills workshop](#) (or seminar) geared to a specific assignment, course, or competency.

Research Guides of Interest:

- [Psychology Research Guide](#)
- [Human Rights and Equity Studies](#)

Research Help

Online [research assistance](#) is available in both English and French via chat and email. In addition, students and faculty can book [one-hour research consultations](#) with a specialist librarian.

Accessibility Services

[Library Accessibility Services](#) (LAS) provides alternative content formats, as well as adaptive technologies and spaces. With a referral, York University faculty and students can request transcription services or reserve an accessibility lab workstation. Contact lashelp@yorku.ca with questions.

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New Course Proposal Form

The following information is required for all new course proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. **Program:** Psychology

2. **Course Number:** 6065

3. **Credit Value:** 3.0

4. **Long Course Title:** Mobilizing Psychological Knowledge

5. **Short Course Title:**
   Mobilizing Psychological Knowledge

6. **Effective Session:** September 2024

7. **Calendar (Short) Course Description:**

   This course helps students develop skills for sharing psychological knowledge beyond typical academic audiences (e.g., classrooms, peer-reviewed publications, professional networks) in order to expand accessibility and impact. Building from theoretical orientations in the public understanding of and engagement with science literature, the course focuses on the practicalities of designing public communications with a special emphasis on inclusion and participatory methods.

8. **Expanded Course Description:**

   This course focuses on how psychological knowledge is mobilized beyond the university. How can we effectively communicate psychological knowledge to a wider range of interested publics? How can we engage these diverse publics in this mobilization? In addition to theoretical orientations in the public understanding of and engagement with science literature, the course will focus on the practicalities of designing public communications, including digital archives, exhibits, media (e.g., podcasts, films), policy reports, and community meetings.

   The course offers students guidance and opportunities to:
   - Develop skills to determine what communication modes/strategies are best aligned with their intended audiences and desired effects
   - Explore an array of communication modes and strategies, from established to emerging and interactive (e.g., community forums, blog posts, photovoice exhibits, films, digital storytelling, theatre, video games, policy reports, etc.).
   - Reflect on the power dynamics inherent in who possesses and delivers (or withholds) which knowledge
   - Explore the challenges and benefits of applying participatory methods to knowledge mobilization
   - Identify how to measure the effectiveness and "impact" of a communication strategy or mode, including from diverse perspectives (e.g., community member or policy maker)
   - Refine skills at conveying ideas using diverse means and to diverse audiences (e.g., data visualization, writing for lay audiences, broadcast media)

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- Collaborate with partners (designers, engineers, artists, curators, archivists, journalists, etc.) across fields
- Relay to academic peers and institutions the value and importance of knowledge mobilization

9. Rationale:

This course builds upon decades long leadership among faculty members in the Historical, Theoretical, and Critical Studies of Psychology area (HTC) in developing a wide range of physical and digital resources (including oral history archives, museum exhibits, podcasts, films, etc.) for communicating psychology and its history to researchers, teachers, and the wider public. This course will bolster the methods training available to HTC students with particular focus on public history and knowledge mobilization. This course builds upon (but does not overlap with) existing Psychology courses dedicated to Historiography and Qualitative Research in Psychology. The main focus will be on the production of communications related to public history and social justice, but the course will be open to students from other areas of psychology.

10. Evaluation:

2 brief assignments in which students create non-academic communication about their own, or another scholar's, research. Each assignment focuses on the rationale for the selection of the specific medium, format and approach, the history of this approach and its underlying assumptions, and how its effectiveness and/or impact could be evaluated. 40%

The final assignment is a proposal for a major communication project, including the rationale, intended audience, strategy for completion, including required resources and partners, and a brief evaluation strategy. 60%

11. Integrated Courses:
N/A

12. Crosslisted Courses:
N/A

13. Faculty Resources:
Alexandra Rutherford, Michaela Hynie, Laina Bay-Cheng, Christopher Green, Michael Pettit

14. Physical Resources:
This course will need no additional physical resources.

15. Bibliography and Library Statement:

Anderson, C. R., & McLachlan, S. M. (2016). Transformative research as knowledge mobilization: Transmedia, bridges, and layers. *Action Research*, *14*(3), 295-317.

Bennet, A., Bennet, D., Fafard, K., Fonda, M., Lomond, T., Messier, L., & Vaugeois, N. (2007). *Knowledge mobilization in the social sciences and humanities*. Frost, WV: MQI Press.

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Bowen, S., & Graham, I. D. (2013). Integrated knowledge translation. *Knowledge translation in health care*, 14-23.

Chamberlain, K., McGuigan, K., Anstiss, D., & Marshall, K. (2018). A change of view: Arts-based research and psychology. *Qualitative Research in Psychology*, *15*(2-3), 131-139.
Esmail, R., Hanson, H. M., Holroyd-Leduc, J., Brown, S., Strifler, L., Straus, S. E., ... & Clement, F. M. (2020). A scoping review of full-spectrum knowledge translation theories, models, and frameworks. *Implementation Science*, *15*(1), 1-14.

Estabrooks, C. A. Thompson, D. S., Lovely, J.J.E., & Hofmeyer, A. (2006). A guide to knowledge translation theory. Journal of Continuing Education in the Health Professions 26(1), 25-36, DOI: 10.1002/chp.48

Godin, B. (2006). The linear model of innovation: The historical construction of an analytical framework. *Science, Technology, & Human Values*, *31*(6), 639-667.

Harter, L. M. (2019). Storytelling in acoustic spaces: Podcasting as embodied and engaged scholarship. *Health Communication*, *34*(1), 125–129. https://doi.org/10.1080/10410236.2018.1517549

Hilgartner, S. (1990). The dominant view of popularization: Conceptual problems, political uses. *Social Studies of Science, 20*, 519–39.

Jones, H. (2011). A guide to monitoring and evaluating policy influence. London, UK: Overseas Development Institute

Jull, J., Giles, A., & Graham, I. D. (2017). Community-based participatory research and integrated knowledge translation: advancing the co-creation of knowledge. *Implementation science*, *12*, 1-9.

Kendrick, C. T., MacEntee, K., & Flicker, S. (2022). Screening stories: Methodological considerations for facilitating critical audience engagement. In *Facilitating Community Research for Social Change* (pp. 240-257). Routledge.

Kothari, A., & Wathen, C. N. (2013). A critical second look at integrated knowledge translation. *Health Policy*, *109*(2), 187-191.

Miles-Cohen, S., Faye, C., & Rutherford, A. (2018). I Am Psyched! Using the museum experience to engage girls of color with psychology. In J. C. Ashton (Ed.), *Feminism and museums: Intervention, disruption and change, Volume I* (pp. 488-514) Edinburgh & Boston: MuseumsEtc.

Payne, W. J., & Millard, M. (2019) Disseminating knowledge in the digital age: The case of the Refugee Research Network. In S. McGrath & J. E. E. Young (Eds.), *Mobilizing Global Knowledge* (*pp*. 193-211). Calgary, Canada: University of Calgary Press.

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Rae, M., Russell, E. K., & Nethery, A. (2019). Earwitnessing detention: Carceral secrecy, affecting voices, and political listening in The Messenger podcast. *International Journal of Communication (Online)*, 1036–1055.

Romein, C.A., Doak, L., Parker, H. and Weston, J. (2022), History in public: Power and process, harm and help. *History, 107*, 211-234.

Rossiter, K., Kontos, P., Colantonio, A., Gilbert, J., Gray, J., & Keightley, M. (2008). Staging data: Theatre as a tool for analysis and knowledge transfer in health research. *Social science & medicine*, *66*(1), 130-146.

Rowe, G., and Frewer, L.J. (2005). "A typology of public engagement mechanisms. *Science, Technology & Human Values, 30,* 251–90.

Rutherford, A. (2021). Going public: Mobilizing, materializing, and contesting social science history. *Journal of the History of the Behavioral Sciences*, *57*(1), 5-11.

Start, D. & Hovland, I. (2004). Tools for policy impact: A handbook for researchers. London, UK: Overseas Development Institute. https://cdn.odi.org/media/documents/194.pdf

Stilgoe, J., Lock, S. J., and Wilsdon, J. (2014). Why should we promote public engagement with science?. *Public Understanding of Science, 23* 4-15.

Suldovsky, B. (2016). In science communication, why does the idea of the public deficit always return? Exploring key influences. *Public Understanding of Science, 25,* 415-426.

Thomas, A., Menon, A., Boruff, J. *et al.* (2014). Applications of social constructivist learning theories in knowledge translation for healthcare professionals: a scoping review. *Implementation Science, **9***, 54 (2014).

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MEMORANDUM
York University Libraries

To: Michael Pettit, Professor, Department of Psychology, Faculty of Health

From: Marcia Salmon, Digital Scholarship Metadata Librarian, Content Development and Analysis

Date: Thursday December 21, 2023

Subject: Library Statement of Support– Mobilizing Psychological Knowledge (PSYC 6065)

Summary

York University Libraries (YUL) is well positioned to support the proposed course. Faculty and students can make use of an array of library resources and services to meet their research and learning needs. This statement highlights offerings related to the major themes of the course. It also brings attention to collections of interest from connected fields such as psychology, communications, and knowledge mobilization.

Collections

The Libraries' collections echo the curricular and research priorities of students and faculty. Care is given to select materials that reflect new courses taught at York, as well as research and publishing trends. Library personnel review reading lists supplied for proposed courses to address any potential gaps. Tailored purchasing profiles ensure new materials are regularly purchased on subjects such as:

- psychology, communications, and knowledge mobilization

Historically, textbook publishers have not made their electronic content available for purchase by libraries. This remains an ongoing challenge. Library personnel can assist with locating Open Access alternatives. Furthermore, the Libraries' Open Scholarship department offers support to researchers on digital publishing, open repositories, and Creative Commons licensing.

The Omni single-search interface provides students with access to a wide range of materials, including books, book chapters, articles, dissertations, streaming media, etc. Library users may also request items from partner libraries through Omni. A selection of electronic collections of particular interest are highlighted below. The A-Z list on the Libraries' website provides a complete register of electronic offerings.

eBook Platforms:

- De Gruyter eBooks

- Oxford Scholarship Online
- Cambridge Core
- Taylor & Francis eBooks
- ProQuest eBook Central
- Scholars Portal Books

Subject Databases:

- APA PsycInfo
- PsycARTICLES
- Web of Science
- Scopus
- Medline
- CINAHL: Cumulative Index to Nursing and Allied Health
- Sociological Abstracts
- Applied Social Sciences Index and Abstracts
- Project Muse
- JSTOR

Canadian Content:

- Canadian Periodicals Index Quarterly (CPI.Q)
- Canadian Business and Current Affairs Complete (CBCA)
- America: History & Life
- Érudit

Reference Resources:

- Oxford Research Encyclopedia of Psychology
- Encyclopedia of Critical Psychology
- Britannica Online
- Universalis
- Oxford Bibliographies Online
- Oxford Reference Online
- Very Short Introductions (Oxford University Press)

Standards:

- Diagnostic and Statistical Manual of Mental Disorders, Volume 5

Newspaper/ Magazine Collections:

- Alternative Press Index
- Press Reader
- Factiva
- Eureka.cc
- Nexis Uni

Streaming Media:

- Sage Research Methods
- PsycTHERAPY
- Kanopy

- National Film Board (NFB)
- Curio.ca
- Audio Ciné

Services

Library Instruction

Librarians and archivists help students build research skills and digital fluencies through workshops, online research guides, and individual research assistance. Instructors can arrange a research skills workshop (or seminar) geared to a specific assignment, course, or competency.

Research Guides of Interest:

- Psychology Research Guide
- Communication and Culture

Research Help

Online research assistance is available in both English and French via chat and email. In addition, students and faculty can book one-hour research consultations with a specialist librarian.

Accessibility Services

Library Accessibility Services (LAS) provides alternative content formats, as well as adaptive technologies and spaces. With a referral, York University faculty and students can request transcription services or reserve an accessibility lab workstation. Contact lashelp@yorku.ca with questions.