Instructor Information
Instructor: Prof. Mag. Dr. Thomas Teo
Office: BSB 231
Office Phone: 416-736-2100 #40553
Office Hours: by appointment
Email: tteo@yorku.ca

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 website: http://www.yorku.ca/tteo/index/Courses.html

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 critiques of psychology and practice critical reflexivity regarding the foundations of the discipline and profession. In the winter term we focus on alternatives developed by critical psychologists in various subdisciplines of psychology and look at critical topics such as globalization, liberation, subjectivity, and resistance. 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.

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

1. Demonstrate in-depth knowledge of critical psychology.
2. Compare and contrast mainstream and critical psychology.
3. Understand the limitations of psychology.
4. Apply critical psychology to various fields of interest.
5. Critically evaluate, synthesize and resolve conflicting ideas in critical psychology.
6. Articulate trends in critical psychology.
7. Locate research articles and show reflexive thinking about research findings in critical psychology.
8. Practice knowledge of critical psychology in written form.
10. 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.

Required Text
- Chapters and entries from:
- Other: Journal articles and book chapters (see below)

Notes on the required text

Course Requirements and Assessment

<table>
<thead>
<tr>
<th>Fall Assessment</th>
<th>Date of Evaluation</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Comments</td>
<td>Throughout the term</td>
<td>25%</td>
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<tr>
<td>Presentation</td>
<td>Usually within one week</td>
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<tr>
<td>Paper</td>
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<td>35%</td>
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<tr>
<td>Participation</td>
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<td>15%</td>
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<tr>
<td>Total</td>
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<thead>
<tr>
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Description of Assignments

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 3 meetings in the Fall term are missed, the student receives an automatic “F” for Participation and Attendance.
- If more than 3 meetings in the Winter term are missed, the student receives an automatic “F” for Participation and Attendance.
Missed meetings or lack thereof in the Fall term do not carry over to the Winter term!

Attendance will be taken around 15 minutes after class begins. 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. Participation counts towards 15% of the fall grade and towards 15% of the winter grade.

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.

Presentations should be educational for peers.
The duration of the presentation (and leading a class discussion) for each student should be approximately 20-25 minutes.
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 (e.g., 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) is recommended.
Provide an electronic copy of your PowerPoint presentation 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.
Use at least 25% primary sources in your presentation.
The presentation (and leading a class discussion) in the Fall term counts towards 25% of the Fall grade.
The presentation (and leading a class discussion) in the Winter term counts towards 25% 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. The minimum is 3500 words without references, title page, and abstract (maximum is 4000 words).
• 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 \textbf{December 07, 2016, 23:59}. Send e-mail attachment. There will be deductions for late submissions.
• The deadline for the Winter paper is \textbf{April 5, 2017, 23:59}. Send e-mail attachment. 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 \textbf{e-mail attachments} to the instructor.
• More information on guidelines for the paper will be provided in one of the class meetings in the fall.
• The Fall paper represents 35\% of the Fall grade.
• The Winter paper represents 35\% of the Winter grade.
• Grading: Letter grades.
• Organization: 1. \textit{Title page} (p. 1): Title of paper, name, student number; course title; term). 2. \textit{Abstract} (p. 2) (150 - 200 words). 3. \textit{Paper} (pp. 3-16) and 4. \textit{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.

\textbf{Comments (Questions)}

• \textbf{Fall and winter: 700 words} for all listed readings (excluding optional readings) (use the \textit{word count} function in your word processing program and \textbf{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. \textbf{Do not summarize material}. Referencing is not required but \textbf{necessary} if you use additional sources.
• 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 \textbf{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 \textit{Word} file (or Pages file or PDF file).
• \textbf{Write your name at the top of the comments}!
• Write 4150 in the "subject" heading of the e-mail.
• There will be \textbf{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 possible comments are due on Monday, \textbf{September 19 at 13:00 for the September 21 Wednesday meeting}. Questions/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, and you cannot submit on a holiday, comments should be submitted 1, 2, or 3 days earlier (but not later).
Questions/Comments represent 25% 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 highest rated 6 comments will be used.

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 a letter grade or a qualitative comment (see above).

(For a full description of York grading system see the York University Undergraduate Calendar - http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes)

Late / Missed Work

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

See also above!

Add/Drop Deadlines

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

<table>
<thead>
<tr>
<th>Important dates</th>
<th>Year (Y)</th>
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<tbody>
<tr>
<td>Last date to add a course without permission of instructor</td>
<td>Sept. 21</td>
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<tr>
<td>(also see Financial Deadlines)</td>
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<tr>
<td>Last date to add a course with permission of instructor</td>
<td>Oct. 19</td>
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<tr>
<td>(also see Financial Deadlines)</td>
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<tr>
<td>Last date to drop a course without receiving a grade (also see</td>
<td>Feb. 10</td>
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<tr>
<td>Financial Deadlines)</td>
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<td>Course Withdrawal Period (withdraw from a course and receive a</td>
<td>Feb. 11</td>
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<td>“W” on the transcript – see note below)</td>
<td>Apr. 5</td>
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Information on Plagiarism Detection

All students must take the Online Academic Integrity Tutorial within the first 8 weeks of class containing information about plagiarism. Software may be used to detect plagiarism in texts.

Electronic Device Policy


The course director reserves the right to ban the use of laptops (phones, tablets, etc.) in class or may ask you to close your electronic devices.

**Attendance Policy**

See above

**Academic Integrity for Students**

York university takes academic integrity very seriously, please visit the [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skills](#)

**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 [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement

**Policy:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)
Course Schedule

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

September 14, 2016
1. Introduction

September 21, 2016
2. Can we learn anything from history?

First Fall Comment for September 21 meeting is due on September 19 (Monday) at 13:00 (see above)!

September 28, 2016
3. Ontological reflections: What is the nature of the discipline of psychology?

First student presentations in the fall term on September 28!

October 5, 2016
4. Ontological reflections: What does it mean to be human?

October 12, 2016
5. Ontological reflections: What is the nature of psychological concepts and theories?

October 19, 2016
6. Epistemological reflections: What are the consequences of positivism in psychology?


October 26, 2016
7. Epistemological reflections: Do social characteristics influence knowledge?


October 27 – 30: Fall reading days

November 2, 2016
8. Epistemological reflections: What does culture contribute to knowledge?


November 9, 2016
9. Ethical-political reflections: What are the influences of money, (a lack of) morality, and moral praxis in psychology?


November 16, 2016
10. Ethical-political reflections: Does psychology care about social justice?


November 23, 2016

11. Ethical-political reflections: Does psychology make people into problems


November 30, 2016

12. Optional individual or group meetings in course director’s office: Discussion about papers, presentations, etc. (BSB 231).

Course Texts / Readings and Tentative Outline in the Winter Term

January 4, 2017

1. Critical psychology around the world.


First Winter Comment for January 4 meeting is due on January 2 (Monday) at 13:00 (see below).

January 11, 2017

2. Doing critical theory.


First student presentations in winter on January 11!
January 18, 2017

3. Liberation psychology.


January 25, 2017

4. Participatory action research.

- 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. doi:http://dx.doi.org/10.1037/a0034360

February 1, 2017

5. Critical community psychology.


February 8, 2017

6. Critical health psychology.


February 15, 2017

7. Class, power, and inequality.


February 18-24: Reading week
March 1, 2017:
8. “Race,” power, and whiteness.


March 8, 2017:
9. Queer theory


March 15, 2017:
10. Globalization and neo-liberalism


March 22, 2017:
11. Critical psychology and reflexivity


March 29, 2017
12. Review of the course

Additional readings may be assigned or recommended during the course.