

<b>PSYC 405</b>	<b>Contemporary Theories in Psychology</b>	<b>Summer 2024</b>
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<b>Instructor:</b>	James Cresswell, Ph.D	<b>Lecture Location:</b>	SH 274
<b>Phone:</b>	403-410-2000 ext 6904	<b>Lecture Days/Time:</b>	Tu & Th 13:00-15:45
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<b>Office:</b>	N/A		
<b>Office Hours:</b>	Before & after class by appointment		

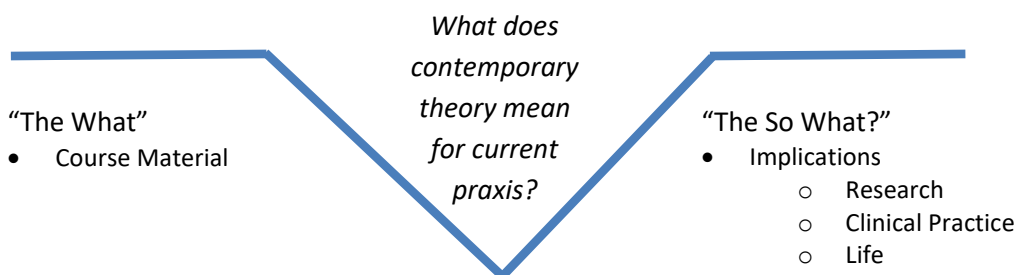
### Course Description

An analysis of what constitutes a "theory," "model" and "explanation" in psychology as a science. Survey of major theoretical positions in twentieth-century psychology.

### Extended Course Description

The discipline of psychology is at a turning point in its development where the topic of ‘theory’ is becoming more important. The reason for this development is that many marginalized groups have noted that the best-intentioned science of psychology reinforced biases and discriminatory practices. As a discipline, psychologists are having to come deal with critiques that the theory researchers take for granted may not be as neutral as we supposed. The challenge is that psychologists must learn to grapple with different theories that set the conditions for what counts as science.

After establishing a foundational vocabulary about science, this course will work through perspectives that have been marginalized. Each reading has study questions that we will be using to guide our time in class. The class will be highly interactive in nature and students will work in workgroups where they will discuss the implications for research, clinical practice, and life:



### Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see <https://live-arts.ucalgary.ca/psychology/about#program-learning-outcomes>), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Demonstrate an understanding of how different concepts and approaches to science play a significant part in the understanding	Midterm Exam	1	C

of many psychological characteristics and the necessity of taking a sophisticated scientific position.			
Demonstrate an understanding of the need to take a critical perspective on the widespread application of psychological findings, testing, and interventions.	Midterm Exam; In-class quizzes	2, 7	C
Demonstrate an understanding of the characteristics of different contemporary theories in psychology.	in-class quizzes; Workgroup facilitation	6, 8	C
Demonstrate the ability to read and prepare for class in advance of class discussions.	Participation; In-class quizzes	4	C
Demonstrate the ability to apply, articulate, and defend one's position in written format.	Final Group Paper; Workgroup facilitation	4, 5	C

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity, and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

### **Acknowledgments and Respect for Diversity**

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

### **Course Format**

This is an in-person class held on campus.

### **Prerequisites**

Psychology 200 and 201, 3 units in a course labelled Psychology at the 300 level or above, and admission to the Psychology major or Honours program

### **Required Text**

Articles available on D2L

### **Assessment Methods**

In-class Quizzes	20%
Participation	5%
Midterm Exam	25%
Workgroup facilitation	25%
Final Group Paper	25%

*\*Dates listed below in the class schedule*

### In-class Quizzes

There are discussion questions available online for each reading. We will discuss these questions during the course, but sometimes, students will be required to answer a question in a short answer format. The short answer questions are designed to be answered in 3-5 sentences. There will also be multiple choice questions asked in class. Short answer questions are worth 2 points and multiple-choice questions are worth 1 point.

The purpose of these quizzes is to ensure that students do the reading before class and develop the ability to prepare for class in advance of discussions. The readings are tough, and it is a good idea to get ahead on the readings. Be sure to reach out to the instructor in advance of class if there are questions that you do not understand.

In sum, at points throughout the lecture, the instructor will pause and administer a question or two about content that will soon be covered. The grading for the quizzes will be as follows:

- At least 85% = 20% (100% on this assessment point)
- At least 65% = 15% (75% for this assessment point)
- At least 45% = 10% (50% for this assessment point)
- At least 25% = 5% (25% for this assessment point)
- Less than 25% = 0%

That is, here is another way to understand the cut off points:

- 85-100 = 100%
- 65-84.9 = 75%
- 45-64.9 = 50%
- 25-44.9 = 25%
- 0-24.9 = 0%

Without approval from the course instructor, makeup quizzes will not be accommodated.

### TopHat Application

We will be using the Top Hat ([www.tophat.com](http://www.tophat.com)) classroom response system in class, which is free for use by students at the University of Calgary. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. Watch D2L for instructions on signing up for TopHat.

**There will be no makeup quizzes or participation if one misses class without approval from the course instructor.**

You can register by simply visiting our course website: <https://app-ca.tophat.com/e/781087>

Note: our Course Join Code is 781087

### Participation

Students are expected to actively engage in the class. The sorts of behaviors that will cause students to be penalized would be sleeping in class, never contributing to the conversation, and so on. In particular, students will be graded on:

- Listening: Actively & respectfully listens to peers and instructor.
- Preparation: Arriving fully prepared with all assignments complete, notes on reading, observations, and prepared questions.

- Quality of contributions: Comments are relevant and show creative/critical engagement that reflects understanding of: assigned readings, previous remarks of other students, & insights about assigned materials.
- Impact on class: Comments frequently help move seminar conversation forward.
- Frequency of participation: Actively participates at appropriate times.

### Midterm Exam

The first portion of this course covers background information about science. Like all readings, the required (not optional material) have a list of discussion questions. These questions are the potential questions for the exam. The instructor will select two questions for the midterm and students will not know which questions will be selected until the exam. Students must answer the questions by:

- Providing a 1-2 paragraph answer that addresses key terms and ideas. This answer should identify technical jargon and define such concepts using technical language and 'translating' this language in plain speech that would be accessible to the general public. Students will be graded on their ability to identify and discuss key terms correctly and thoroughly.
- Provide a 1-paragraph application where the student outlines how the content would have implications for research, clinical/professional practice, or life (note that one must choose one domain of application). Students will be graded on the ability to demonstrate what the concepts entailed in the question have to do with concrete activity.
- Provide a 1-paragraph critique where one presents a clear critical claim about the concept, some sort of warrant/evidence supporting the claim, and the implications of the critique (note that a pro/con discussion is not a critique). The critique is up to the students and grading entails clear presentation of critical thinking.

Exams in this course are closed book. The use of resources, including class notes, the textbook, online resources, and calculators is prohibited during the exams in this course. Students may not communicate with others about course material or the exam either in person or electronically during exams.

### Work Group Facilitation

This class will be a blend of small group discussion and lectures. The small groups will be created by July 4. In the small groups, students will work through discussion questions related to the reading. The questions are available online. Starting July 9, Each day, one member of the group will take the responsibility to be the group facilitator. The facilitator must hand in answers to five of the discussion questions the following week (it is up to the facilitator to choose what five questions she/he/they want to answer). The facilitator must also provide one paragraph that reflects on the widespread application of the material to one of the following practical domains: research, education, human services, religious belief, or personal life. The answers must be submitted online via D2L one week after completing the discussion of the topic. Each member of the group will be responsible to be the facilitator at least once and students can decide in their groups who will take given topics. Once all members of the group have facilitated, one does not need to submit another assignment and the group does not need a formal facilitator.

Students will be graded on their ability to answer the questions correctly. Grades will also be awarded for the ability to apply the material to practical domains. Additionally, marks will be assigned for the proper use of APA format, grammar, and general style.

Late assignments will not be accepted without instructor approval.

### Final Group Paper

The final group paper will be jointly written by workgroups. It requires students to do the following: (1) choose one topic from the course that is of interest, (2) find at least 6 other peer reviewed articles related to the topic, and (3) write a research paper. These papers should be about 8 pages long (excluding references & title page).

This will be treated as a formal paper and you will be graded on grammar, logic, and clarity in addition to the accuracy of the content. The paper must adhere to APA style guidelines. Remember that any paper requires that you present and defend a thesis statement. You have complete freedom to decide on your thesis statement. The only restraint is that it must fit within the confines of the assignment.

I recommend that each student make an appointment with the instructor to meet and discuss the paper. The papers must be handed in via D2L.

Late assignments will not be accepted without instructor approval.

### **University of Calgary Academic Integrity Policy**

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy:

<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf>.

### **Department of Psychology Criteria for Letter Grades**

Psychology course instructors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance.*** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance.*** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

**B Range: *Good Performance.*** Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

**C Range: *Satisfactory Performance.*** Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

**Grading Scale**

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

It is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

**Tentative Lecture Schedule**

Date	Topic	Reading	Notes & Assignment Due Dates
M Jun 24			Summer term lectures begin
T Jun 25	Introduction	Syllabus/Course Outline	
<i>Background Context</i>			
R Jun 27	Orientation to Science & Theory	Bem, S., & H. de Jong (2013). Science: why, and how? Some Basic Concepts in Scientific Method. In <i>Theoretical Issues in Psychology: An Introduction</i> (pp. 1-31). Sage.  <i>Optional Reading:</i> Cresswell, J. (2020). Theories as modern myths: Giving up the pursuit of good theory to focus on good theorizing. <i>Journal for the Theory of Social Behaviour</i> , 50, 429–434.	Last day to drop classes without penalty and last day to add or swap classes.
T Jul 2	Positivism & its Discontents	Bem, S., & H. de Jong (2013). Philosophy of Science (1). Logical Positivism and its Failure. In <i>Theoretical Issues in Psychology: An Introduction</i> (pp. 69-106). Sage.  Bem, S., & H. de Jong (2013). Philosophy of Science (2): Criticism and Alternatives to Positivism. In <i>Theoretical Issues in Psychology: An Introduction</i> (pp. 108-144). Sage.	
Jul 4	<b>MIDTERM EXAM</b>		
<i>Contemporary Theories</i>			
T Jul 9	Extended Mind	Tavory, I., Jablonka, E., & Ginsburg, S. (2012). Culture & Epigenesis: A Waddington View. In J. Valsiner (Ed.) <i>The Oxford Handbook of Culture &amp;</i>	

		<i>Psychology</i> (662-676). New York: Oxford University Press.	
R Jul 11	Cultural Psychology	Shweder, R. (1991). Cultural Psychology: What is it? In Shweder <i>Thinking Through Cultures: Expeditions in Cultural Psychology</i> (pp. 73-110). Harvard University Press  <u>Optional Reading:</u> Teo, T. & Febraro, A. (2003). Ethnocentrism as a form of intuition in psychology. <i>Theory and Psychology</i> , 13 (5), 673-694. Doi:10.1177/09593543030135009	
T Jul 16	Feminism	Madureira, A. (2012). Belonging to Gender: Social Identities, Symbolic Boundaries, and Images. In J. Valsiner (Ed.) <i>The Oxford Handbook of Culture &amp; Psychology</i> (582-601). New York: Oxford University Press.	Extended Mind Workgroup facilitation due
R Jul 18	Decolonial Psychology	Rosario, C., Lugo-Hernandez, E., & Sullivan, L. (2024). Naming and unlearning psychological coloniality. In L. Comas-Díaz, H. Adames, & N. Chavez-Duenas (Eds.) <i>Decolonial Psychology</i> . APA.	Cultural Psychology Workgroup facilitation due
T Jul 23	Indigenous Psychologies	Gumiarães, D., & Benedito, M. (2018). The Construction of the Person in the Interethnic Situation: Dialogues with Indigenous University Students. In A. Rosa & J. Valsiner (Eds). <i>The Cambridge Handbook of Sociocultural Psychology</i> (pp. 575-596). New York: Cambridge University Press.	Feminism Workgroup facilitation due
R Jul 25	NO CLASS: Students are encouraged to use this time to work on their final paper		Decolonial Psychology Workgroup facilitation due
T Jul 30	Queer Psychology	Hammack, P., Mayers, I., Windekkm E. (2013). Narrative, psychology, and the politics of sexual identity in the United States: From 'sickness' to 'species' to 'subject'. <i>Psychology &amp; Sexuality</i> , 4(3), 219-243.	Indigenous Psychologies Workgroup facilitation due
R Aug 1	Disability Studies	Goodley, D., Lawthom, R., & Cole, K. R. (2014). Posthuman disability studies. <i>Subjectivity</i> , 7(4), 342-361. <a href="https://doi.org/10.1057/sub.2014.15">https://doi.org/10.1057/sub.2014.15</a>	
T Aug 6	Catch up & Wrap-Up		Final Group Paper Due at 11:59pm (MST)  Queer Psychology Workgroup facilitation due  Disability Studies Workgroup facilitation due

			End of Summer Lectures and last day to withdraw from a course.
R Aug 8			Start of Final Exams
M Aug 12			End of Final Exams

## **Extra Research Participation Course Credit is Not Offered for this Course.**

### **Seating During Exams**

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct

### **Absence from a Test/Exam**

Makeup tests/exams are **NOT** an option without the approval of the instructor <https://calendar.ucalgary.ca/pages/6fcc1fb40bb54524809685d7096c8b76>. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam on a day/time scheduled by the instructor. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://calendar.ucalgary.ca/pages/c53034e7579d4455815e37ce1c1f80da>.

### **Travel During Exams**

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official June and August examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

### **Reappraisal of Graded Term Work**

<https://calendar.ucalgary.ca/pages/e31a7115dca740ec83579e946d4a4193>

### **Reappraisal of Final Grade**

<https://calendar.ucalgary.ca/pages/030b5a67a21048c7b4e6a5d167c628d8>

### **Academic Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework



based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <https://calendar.ucalgary.ca/uofcregs/university-regulations/integrity-conduct>

### **Instructor Intellectual Property**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright

([https://library.ucalgary.ca/services/copyright?\\_gl=1\\*\\_bcjlpn\\*\\_ga\\*OTY1ODc0Njg0LjE2NjkxNTA1NTM.\\*\\_ga\\_X4GN9Y4W7D\\*MTY3Nzc5MjM3Ni4xNy4xLjE2Nzc3OTI4MDYuMC4wLjA](https://library.ucalgary.ca/services/copyright?_gl=1*_bcjlpn*_ga*OTY1ODc0Njg0LjE2NjkxNTA1NTM.*_ga_X4GN9Y4W7D*MTY3Nzc5MjM3Ni4xNy4xLjE2Nzc3OTI4MDYuMC4wLjA)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **Student Support and Resources**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, June 27<sup>th</sup>, 2024**. Last day add/swap a course is **Thursday, June 27<sup>th</sup>, 2024**. The last day to withdraw from this course is **Tuesday, August 6<sup>th</sup>, 2024**.