**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2019
**REVISED COURSE IMPLEMENTATION DATE:** January 2026
**COURSE TO BE REVIEWED** (six years after UEC approval)**:** May 2031
Course outline form version: 29/08/2024

# OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

| | |
|---|---|
| **Course Code and Number:** PSYC 429 | **Number of Credits:** 3 Course credit policy (105) |
| **Course Full Title:** Critical Thinking and Psychology<br>**Course Short Title:** Critical Thinking & Psychology | |
| **Faculty:** Faculty of Social Sciences | **Department/School:** Psychology |

**Calendar Description:**

Examines the psychology of human thinking, with special emphasis on how those ways of thinking often lead us into error. Students learn tools for thinking that are intended to reduce the frequency of error in real-world contexts.

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| **Prerequisites (or NONE):** | 60 university-level credits including PSYC 202 and PSYC 221. |
| **Corequisites (if applicable, or NONE):** | NONE |
| **Pre/corequisites (if applicable, or NONE):** | NONE |

**Antirequisite Courses** *(Cannot be taken for additional credit.)*

Former course code/number: **PSYC 491T**

Cross-listed with: **N/A**

Equivalent course(s): **N/A**

*(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)*

**Typical Structure of Instructional Hours**

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|---|---|
| Lecture/seminar | 45 |
| | |
| | |
| | |
| | |
| **Total hours** | **45** |

**Scheduled Laboratory Hours**

Labs to be scheduled independent of lecture hours: **No**

**Course Details**

Special Topics course: **No**
*(If yes, the course will be offered under different letter designations representing different topics.)*

Directed Study course: **No**
*(See policy 207 for more information.)*

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 25**

**Prior Learning Assessment and Recognition (PLAR)**

PLAR is available for this course.

**Transfer Credit** *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
*(If yes, fill in transfer credit form.)*

| | | |
|---|---|---|
| **Department approval** | **Date of meeting:** | March 2025 |
| **Faculty Council approval** | **Date of meeting:** | March 14, 2025 |
| **Undergraduate Education Committee (UEC) approval** | **Date of meeting:** | May 23, 2025 |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Analyze judgments to identify erroneous judgments and logical fallacies.
2. Use bias-reduction techniques to analyze contemporary issues.
3. Analyze a range of judgment and problem-solving tasks for their potential for bias.
4. Apply basic Bayesian updating methodologies.
5. Select thinking techniques for solving a variety of problems.
6. Assess the rootedness of critical thinking in Western ways of knowing and reflect on alternative perspectives.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

| | | | | | |
|---|---|---|---|---|---|
| Final exam: | 25% | Assignments: | 40% | | % |
| Quizzes/tests/midterm: | 20% | Project: | 15% | | % |

**Details:**

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

| | Type | Author or description | Title and publication/access details | Year |
|---|---|---|---|---|
| **1.** | Book | Kahneman, D. | Thinking fast and slow | 2011 |
| **2.** | Book | Levitin, D. | Weaponized lies | 2016 |
| **3.** | Book | Gigerenzer, G. | Rationality for mortals | 2008 |
| **4.** | Article | Broadhead and Howard | Confronting the contradictions between Western and Indigenous science | 2021 |
| **5.** | Article | Nesterova, Y. | Rethinking environmental education with the help of indigenous ways of knowing and traditional ecological knowledge | 2020 |

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

**Course Content and Topics**

- Considerations regarding critical thinking, heuristics, biases, and the functions of beliefs
- Evaluating numbers and introduction to Bayes' theorem
- Evaluating verbal arguments and the nature of science
- Introduction to cognitive biases and the roles of automatic and controlled processing
- Overconfidence and prospect theory
- Story bias, framing and fluency effects
- An ecological approach to heuristics
- Social psychological influences on thinking
- Ideology and bias
- The role of culture and the limitations of the Western approach to critical thinking; consider alternative views including Indigenous ways of knowing
- Existential band-aids