**Pseudoscience Unwrapped (end of chapter / dessert)**

Instructor: Share the definition and an example of pseudoscience with the class during the discussion.

The following definition is provided by the APA *Dictionary of Psychology*:

**“**n. a system of theories and methods that has some resemblance to a genuine science but that cannot be considered such. Examples include astrology, numerology, and esoteric magic. Various criteria for distinguishing pseudosciences from true sciences have been proposed, one of the most influential being that of falsifiability. On this basis, certain approaches to psychology and psychoanalysis have sometimes been criticized as pseudoscientific, as they involve theories or other constructs that cannot be directly or definitively tested by observation (see prediction; risky prediction). See also parapsychology. **—pseudoscientific** adj.”

The following article (Schmaltz & Lilienfeld, 2014) contains examples and suggestions for using the topic of pseudoscience in teaching: <https://www.frontiersin.org/articles/10.3389/fpsyg.2014.00336/full>

Next, students (individually, in pairs, or in small groups) identify their own example

Their example should display or imply the characteristics of pseudoscience described in the dessert section of this chapter. Challenge students to identify who profits from the peddling of pseudoscience in their example.

Bonus – students present their example to the group.

**Reference**

Zaboski & Therriault (2019), ‘Faking science: Scientificness, credibility, and belief in pseudoscience’ <https://doi.org/10.1080/01443410.2019.1694646>