

**Faculty of Health**  
**Department of Psychology**  
**PSYC 4150 6.0 A (Y)**  
**CRITICAL PSYCHOLOGY: THEORY, RESEARCH, AND PRACTICE**  
**2016/17 (Wed. 11:30-14:30; FC 110)**

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**Instructor Information**

Instructor: Prof. Mag. Dr. Thomas Teo  
Office: BSB 231  
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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 in critical psychology .
2. Critically evaluate, synthesize and resolve conflicting results in critical psychology.
3. Articulate trends in critical psychology.
4. Locate research articles and show critical thinking about research findings in critical psychology.
5. Express knowledge of critical psychology in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. 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.

1. Compare and contrast mainstream and critical psychology.
2. Understand the limitations of psychology.
3. Apply critical psychology to various fields of interest.
4. Practice knowledge of critical psychology in written form.
5. Engage in critical dialogue with course director and peers.

## Required Text

- Chapters and entries from:
- Parker, I. (Ed.) (2015), Handbook of critical psychology. London: Routledge. (Online access - York libraries)
- Teo, T. (Ed.) (2014). Encyclopedia of critical psychology. New York: Springer. (Online access - York libraries)
- Other: Journal articles and book chapters (see below)

## Course Requirements and Assessment

<u>Fall Assessment</u>	<u>Date of Evaluation</u>	<u>Weighting</u>
Comments	Throughout the term	25%
Presentation	Usually within one week	25%
Paper	End of term	35%
Participation	Throughout the term	15%
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Total		100%
<u>Winter Assessment</u>	<u>Date of Evaluation</u>	<u>Weighting</u>
Comments	Throughout the term	25%
Presentation	Usually within one week	25%
Paper	End of term	35%
Participation	Throughout the term	15%
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Total		100%

## 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 **December 07, 2016, 23:59**. Send e-mail attachment. There will be deductions for late submissions.
- The deadline for the Winter paper is **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 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. *Title page* (p. 1): Title of paper, name, student number; course title; term). 2. *Abstract* (p. 2) (150 - 200 words). 3. *Paper* (pp. 3-16) and 4. *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].

#### Comments (Questions)

- **Fall and winter: 700 words** for all listed readings (excluding optional readings) (use the **word count** function in your word processing program and **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. **Do not summarize material**. Referencing is not required but **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 **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 **Word** file (or Pages file or PDF file).
- **Write your name at the top of the comments!**
- Write 4150 in the "subject" heading of the e-mail.
- There will be **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, **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 - [calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes](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](#)

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

## 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 [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 skill](#)

## **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 Materials Copyright Information:**

These course materials are designed for use as part of the PSYC 4150 6.0A course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#)

## Course Schedule

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

September 14, 2016

### 1. Introduction

- Teo, T. (2009). Philosophical concerns in critical psychology. In D. Fox, I. Prilleltensky & S. Austin (Eds.), *Critical psychology: An introduction (2nd ed.)* (pp. 36-53). London: Sage. [Access via [yorku.academia.edu/ThomasTeo](http://yorku.academia.edu/ThomasTeo)]
- Teo, T. (2014). Systems of critiques. In T. Teo (Ed.) *Encyclopedia of critical psychology* (pp. 1913-1920). New York: Springer. [Access through Springerlink (online) via York University Libraries eResources]

September 21, 2016

### 2. Can we learn anything from history?

- Rutherford, A. (2014). Historiography. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 866-872). New York: Springer. [Access via York University Libraries eResources]
- Teo, T. (2015). Historical thinking as a tool for theoretical psychology: On objectivity. In J. Martin, J. Sugarman & K. L. Slaney (Eds.), *The Wiley handbook of theoretical and philosophical psychology: Methods, approaches and new directions for social sciences* (pp. 135-150). New York: Wiley. [Access ebook via York University Libraries eResources; or from [yorku.academia.edu/ThomasTeo](http://yorku.academia.edu/ThomasTeo)]

**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?

- Goertzen, J. R. (2008). On the possibility of unification: The reality and nature of the crisis in psychology. *Theory & Psychology, 18*(6), 829-852. doi:10.1177/0959354308097260 [Access via York University Libraries eResources]
- Green, C. D. (2015). Why psychology isn't unified, and probably never will be. *Review of General Psychology, 19*(3), 207-214. doi:http://dx.doi.org/10.1037/gpr0000051 [Access via York University Libraries eResources]

**First student presentations in the fall term on September 28!**

October 5, 2016

### 4. Ontological reflections: What does it mean to be human?

- Lux, V. (2014). Nature and nurture. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1225-1231). New York: Springer. [Access via York University Libraries eResources]
- Stetsenko, A. (2011). Darwin and Vygotsky on development: An exegesis on human nature. In M. Kontopodis, C. Wulf & B. Fichtner (Eds.), *Children, development and education: Cultural, historical, anthropological perspectives* (pp. 25-40). New York: Springer. doi: 10.1007/978-94-007-0243-1\_2 [Access via York University Libraries eResources]

October 12, 2016

### 5. Ontological reflections: What is the nature of psychological concepts and theories?

- De Vos, J. (2014). Psychologization. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1547-1551). New York: Springer. [Access via York University Libraries eResources]
- Martin, J., & Sugarman, J. (2009). Does interpretation in psychology differ from interpretation in natural science? *Journal for the Theory of Social Behaviour*, 39(1), 19-37. doi:10.1111/j.1468-5914.2008.00394.x [Access via York University Libraries eResources]

October 19, 2016

6. *Epistemological reflections: What are the consequences of positivism in psychology?*

- O'Doherty, K. C., & Winston, A. (2014). Variable, Overview. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 2051-2062). New York: Springer. [Access via York University Libraries eResources]
- Teo, T. (2010). Ontology and scientific explanation: Pluralism as an a priori condition of psychology. *New Ideas in Psychology*, 28, 235-243. doi: 10.1016/j.newideapsych.2009.09.017 [Access via York University Libraries eResources or via [yorku.academia.edu/ThomasTeo](http://yorku.academia.edu/ThomasTeo)]

October 26, 2016

7. *Epistemological reflections: Do social characteristics influence knowledge?*

- Bayer, B. (2014). Feminism. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 702-707). New York: Springer. [Access via York University Libraries eResources]
- Rutherford, A., Sheese, K., & Ruck, N. (2015). Feminism and theoretical psychology. In J. Martin, J. Sargarman, & K. L. Slaney (Eds.), *The Wiley handbook of theoretical and philosophical psychology: Methods, approaches, and new directions for social sciences* (pp. 374-391). Malden, MA: Wiley. [Access via York University Libraries eResources]

*October 27 – 30: Fall reading days*

November 2, 2016

8. *Epistemological reflections: What does culture contribute to knowledge?*

- Bhatia, S. (2014). Orientalism. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1294-1300). New York: Springer. [Access via York University Libraries eResources]
- Teo, T. & Febraro, A. (2003). Ethnocentrism as a form of intuition in psychology. *Theory and Psychology*, 13 (5), 673-694. doi:10.1177/09593543030135009 [Access via York University Libraries eResources or via [yorku.academia.edu/ThomasTeo](http://yorku.academia.edu/ThomasTeo)]

November 9, 2016

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

- Soldz, S. (2008). Healers or interrogators: Psychology and the United States torture regime. *Psychoanalytic Dialogues. Special Issue: Coercive interrogations and the mental health profession*, 18(5), 592-613. doi:10.1080/10481880802297624 [Access via York University Libraries eResources]
- Teo, T. (2015). Are psychological “ethics codes” morally oblique? *Journal of Theoretical and Philosophical Psychology*, 35(2), 78-89. doi: 10.1037/a0038944 [Access via York University Libraries eResources or via [yorku.academia.edu/ThomasTeo](http://yorku.academia.edu/ThomasTeo)]

November 16, 2016

10. *Ethical-political reflections: Does psychology care about social justice?*

- Fine, M. (2014). Circuits of dispossession and privilege. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 227-234). New York: Springer. [Access via York University Libraries eResources]
- Prilleltensky, I., & Huygens, I. (2014). Well-being, justice, and social change. In C. V. Johnson & H. Friedman (Eds.), *The Praeger Handbook of social justice and psychology (Vol. 2: Well-being and professional issues) (J. Daiz, Z. Franco & B. K. Nastasi, Vol. Eds.)* (pp. 4-31). Santa Barbara, CA: Praeger. [Access via Google Books]

November 23, 2016

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

- Teo, T. (2014). Epistemological violence. In T. Teo (Ed.) *Encyclopedia of critical psychology* (pp. 593-596). New York: Springer. [Access via York University Libraries eResources]
- Teo, T. (2004). The historical problematization of "mixed race" in psychological and human-scientific discourses. In A. Winston (Ed.). *Defining difference: Race and racism in the history of psychology* (pp. 79-108). Washington, DC: APA. doi:10.1037/10625-004 [Access via York University Libraries eResources or via [yorku.academia.edu/ThomasTeo](http://yorku.academia.edu/ThomasTeo)]

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.*

- Teo, T. (2015). Critical psychology: A geography of intellectual engagement and resistance. *American Psychologist*, 70(3), 243-254. doi: <http://dx.doi.org/10.1037/a0038727> [Access via York University Libraries eResources]
- Parker, I. (2015). Introduction: Principles and positions. In I. Parker (Ed.), *Handbook of critical psychology* (pp. 1-9). London: Routledge. [Access via York University Libraries eResources]

**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.*

- Schraube, E. (2015). Why theory matters: Analytical strategies of critical psychology. *Estudos de Psicologia* (special issue on *critical psychology*), 32(3), 533-545. doi:10.1590/0103-166X2015000300018 [Access at [www.scielo.br/pdf/estpsi/v32n3/0103-166X-estpsi-32-03-00533.pdf](http://www.scielo.br/pdf/estpsi/v32n3/0103-166X-estpsi-32-03-00533.pdf)]
- Teo, T. (2008). From speculation to epistemological violence in psychology: A critical-hermeneutic reconstruction. *Theory & Psychology*, 18(1), 47-67. [Access via York University Libraries eResources; or go to <http://yorku.academia.edu/ThomasTeo>]

**First student presentations in winter on January 11!**

January 18, 2017

3. *Liberation psychology.*

- Montero, M. (2014). Conscientization. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 296-299). New York: Springer. [Access via York University Libraries eResources]
- Burton, M., & Kagan, C. (2005). Liberation social psychology: Learning from Latin America. *Journal of Community & Applied Social Psychology*, 15(1), 63-78. [Access via York University Libraries eResources]

January 25, 2017

4. *Participatory action research.*

- Torre, M. E. (2014). Participatory action research. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1323-1327). New York: Springer. [Access via York University Libraries eResources]
- 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.*

- Fryer, D., & Duckett, P. (2014). Community psychology. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 284-290). New York: Springer. [Access via York University Libraries eResources]
- Prilleltensky, I. (2008). The role of power in wellness, oppression, and liberation: The promise of psychopolitical validity. *Journal of Community Psychology. Special Issue: The assessment of power through psychopolitical validity*, 36(2), 116-136. doi:10.1002/jcop.20225 [Access via York University Libraries eResources]

February 8, 2017

6. *Critical health psychology.*

- Murray, M., & Chamberlain, K. P. (2014). Health psychology. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 844-850). New York: Springer. [Access via York University Libraries eResources]
- LaFrance, M.N., & McKenzie-Mohr, S. (2013). The DSM and its lure of legitimacy. *Feminism & Psychology*, 23(1), 119-140. [Access via York University Libraries eResources]

February 15, 2017

7. *Class, power, and inequality.*

- Day, K., Rickett, B., & Woolhouse, M. (2014). Class dismissed: Putting social class on the critical psychological agenda. *Social and Personality Psychology Compass*, 8(8), 397-407. doi:<http://dx.doi.org/10.1111/spc3.12118>
- Wilkinson, R. G., & Pickett, K. E. (2009). Income inequality and social dysfunction. *Annual Review of Sociology*, 35, 493-511. [Access via York University Libraries eResources]

February 18-24: Reading week

March 1, 2017:

8. *“Race,” power, and whiteness.*

- Riggs, D. W. (2014). Whiteness. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 2075-2080). New York: Springer. [Access via York University Libraries eResources]
- Teo, T. (2016). Embodying the conduct of everyday life: From subjective reasons to privilege. In E. Schraube & Ch. Hojholt (Eds.), *Psychology and the conduct of everyday life* (pp.111-123). London: Routledge. [Access via [yorku.academia.edu/ThomasTeo](http://yorku.academia.edu/ThomasTeo)]

March 8, 2017:

9. *Queer theory*

- Johnson, K. (2014). Queer theory. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1618-1624). New York: Springer. [Access via York University Libraries eResources]
- Penalzoa, M. R., & Ubach, T. C. (2015). Queer theory: Disarticulating critical psychology. In I. Parker (Ed.), *Handbook of critical psychology* (pp. 339-347). London: Routledge. [Access via York University Libraries eResources]

March 15, 2017:

10. *Globalization and neo-liberalism*

- Paredes-Canilao, N., Barbaran-Diaz, M. A., Florendo, M. N. B., Salinas-Ramos, T., & Mendoza, L. S. (2015). Indigenous psychologies and critical-emancipatory psychology. In I. Parker (Ed.), *Handbook of critical psychology* (pp. 356-365). London: Routledge. [Access via York University Libraries eResources]
- Sugarman, J. (2015). Neoliberalism and psychological ethics. *Journal of Theoretical and Philosophical Psychology*, 35(2), 103-116. doi:<http://dx.doi.org/10.1037/a0038960>

March 22, 2017:

11. *Critical psychology and reflexivity*

- Morawski, J. (2014). Reflexivity. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1653-1660). New York: Springer. [Access via York University Libraries eResources]
- Teo, T. (2013). Backlash against American psychology: An indigenous reconstruction of the history of German critical psychology. *History of Psychology*, 16(1), 1-18. doi: 10.1037/a0030286 [Access via York University Libraries eResources or via [yorku.academia.edu/ThomasTeo](http://yorku.academia.edu/ThomasTeo)]

March 29, 2017

12. Review of the course

Additional readings may be assigned or recommended during the course.