

Faculty of Health
Department of Psychology
PSYC 4150 6.0 Section B
CRITICAL PSYCHOLOGY: THEORY, RESEARCH, AND PRACTICE
Wednesday 14:30-17:30 / Online via Zoom
Fall/Winter 2022/2023

Instructor: Prof. Dr. Thomas Teo
Office: BSB 231
Email: tteo@yorku.ca

Course Format: The entire course is run synchronously according to the Registrar's Office's schedule. Several platforms will be used in this course (e.g., eClass, Zoom, etc.) through which students interact with the course materials, the course director, as well as with one another. You are expected to meet at the scheduled times via Zoom (see eClass)! Please note that this is a course that depends on remote teaching and learning. There will be no in-class interactions or activities on campus.

For discussion of course-related issues ("office hour") we can meet before or after class on Zoom – please contact the instructor via email.

Technical requirements for taking the course: Students are expected to participate in the course (a) through video conferencing (Zoom); (b) appear on video (e.g., for lectures, presentations, discussions, etc.). A stable, higher-speed internet connection as well as a computer with webcam and microphone or a smart device with these features are required. Zoom is configured in a way that all participants are automatically notified when a session is being recorded. A session cannot be recorded without us knowing about it.

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 Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [eClass](#)

All course materials will be available through the course eClass site, unless otherwise indicated by the instructor. The site will be your central access point for course materials (see below).

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 first term we analyze critiques of psychology and practice critical reflexivity regarding the foundations of the discipline and profession. In the second term we focus on alternatives

developed by critical psychologists in various subdisciplines of psychology and look at critical topics, practices, methods, and interventions. 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.

Program 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 and practices, 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 Texts

Chapters and entries from:

Teo, T. (Ed.) (2014). *Encyclopedia of critical psychology*. Springer.

Online access - York libraries:

<https://link-springer-com.ezproxy.library.yorku.ca/referencework/10.1007%2F978-1-4614-5583-7>

Parker, I. (Ed.) (2015). *Handbook of critical psychology*. Routledge.

Online access - York libraries:

<https://ebookcentral.proquest.com/lib/york/detail.action?docID=2028268>

Teo, T. (2018). *Outline of theoretical psychology: Critical investigations*. Palgrave Macmillan.

Online access - York libraries:

<https://ebookcentral.proquest.com/lib/york/detail.action?docID=5389332>

Journal articles and book chapters (see below). If a link is broken, use York libraries to find the work.

Additional readings may be assigned or recommended during the course.

Course Requirements and Assessment:

<u>Term 1</u>	<u>Date of Evaluation</u>	<u>Weighting</u>
Summary/Comment	Throughout the term	25%
Presentation	Usually within one week	25%
Paper	End of term	25%
Participation (including Questions and Peer-Feedback)	Throughout and end of term	25%
		<hr/> 100%

Term 2: Same as Term 1.

$$\text{Final Grade} = (\text{Term 1} + \text{Term 2}) / 2$$

Description of Assignments

Overview (for each term):

- (a) Summaries/Comments: Compose a total of 6 (per term) summaries/comments (500-600 words) on “2nd Text” ahead of each class meeting.
- (b) Presentations: Give a 20–25-minute presentation on the “Topic” (per term).
- (c) Papers: Write a 3000 to 3500-word paper based on your “Presentation” (per term).
- (d) Participation: (i) Attendance (sign-in during class; e.g., during break); (ii) Questions (develop 2 written questions regarding the main text (“Basic Text”) ahead of each class meeting (see eClass); (iii) Peer-feedback. (iv) Instructor assesses class participation during class.

(a) Summaries/Comments

- 500 – 600-word summaries/comments for the “2nd text” (use the word count function in your word processing program and list the number of words at the end of the summary). Do not count references! Do not count direct quotes.
- Make (i) a summary based on the general content (a summary should demonstrate comprehension of the text). Then (ii) provide a comment on the text.
- Referencing is not required but necessary if you use additional sources.
- For the due day see eClass (due before the meeting).
- Summaries represent 25% of the grade in each term.
- Grading: Each “summary/comment” will receive a qualitative or letter 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 summaries/comments are accepted!
- You need to submit 6 summaries/comments per term. If you submit more than 6 summaries, only the highest rated 6 summaries will be used.

(b) Presentations in class

- One presentation in each term on the *Topic* (contact instructor)!
- Presentations should be *educational* for peers.
- The duration of the presentation (and leading a class discussion) for each student should be 20-25 minutes long (longer if videos are used or with long discussions).
- 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."
- Grades and feedback are provided usually within one week after the presentation.
- In the peer-evaluation process do not comment on your own presentation or a collaborator. If you did not collaborate with a presenter (on the same day as your presentation) you may grade their presentations.
- The presentation on the topic must go beyond a summary of the texts and include additional sources. The presentation may include audiovisual material and class discussions should involve specific questions derived from the reading material. Contact instructor, if needed.
- Presentations can be researched in teams but should be presented individually.
- PowerPoint or Keynote (or a similar presentation software) is recommended.
- List all sources (reference list) at the end of the PowerPoint presentation!
- Letter grades will be used (A+, A, B+, etc.).
- Send presentation to eClass at least 6 hours before presentation.
- Postponing a presentation (exception: documented medical reasons) carries an automatic deduction of 1.5 points.

(c) Papers

- The written elaboration of a topic (e.g., concept) mentioned in the presentation is required for each term.
- Each paper must be written in APA format. The minimum is 3000 words without references (maximum is 3500 words).
- References must be drawn from at least 10 different academic sources. Wikipedia does not count as an academic source!
- You can use subheadings
- The paper must have a psychological perspective!
- The deadlines are December 6 or 12 (fall) and April 8 or 12 (winter).
- More information on guidelines for the paper will be provided in one of the class meetings.
- 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* and 4. *References* [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].

(d) Participation, attendance, feedback and questions.

- (i) Attendance: Attendance is required for the full time of class! Percentages.
- (ii) Questions: For meetings develop 2 written questions.
- Develop 2 questions regarding the “Basic Text” that show that you understood the chapter/article ahead of each class meeting. Questions should be complex and show an understanding of the material. Quality of questions are taken into account.
- For the day of one’s own presentation, no questions are accepted!
- Percentages are used for questions: 100% for providing all acceptable questions during the term.
- (iii) Peer-feedback: Provide feedback for presentations. Percentages are used. Quality of feedback is taken into account.
- (iv) Instructor: Quantity and Quality of contributions will be assessed. Participation means active engagement during the meetings.

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 and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2022-23](#)

Missed Tests/Midterm Exams/Late Assignment:

At this time, due to COVID-19 an Attending Physician’s Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided. Should university policies change for COVID-19 during the term, for any missed quiz or late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. [HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2022-23 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 4	Oct. 25	Feb. 6
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	Mar. 17
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 12 - Dec. 7	Feb. 11 - April 11	March 18 - April 11
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 13 - Dec. 7	Feb. 12 - April 10	March 19 - April 10

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Information on Plagiarism Detection

All students should take the Online Academic Integrity Tutorial containing information about plagiarism. Software may be used to detect plagiarism in texts. To promote academic integrity in this course, written assignments may be submitted to Turnitin for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that students complete assignments in a manner that does not require consulting unauthorised sources.

Attendance Policy

See above

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

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 university encourages students with disabilities to register with *Student Accessibility Services (SAS)* to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring

academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:

Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. 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 4150 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](#).

Calumet and Stong Colleges' Student Success Programming: [Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).
- Are you receiving our weekly email (Subject: "Calumet and Stong Colleges - Upcoming events")? If not, please check your Inbox and Junk folders, and if it's not there then please contact ccscadm@yorku.ca, and request to be added to the listserv. Also, make sure to add your 'preferred email' to your [Passport York personal profile](#) to make sure you receive important news and information.

Course Schedule

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

Fall Term: Critical-theoretical deconstructions and reconstructions

September 7, 2022

Topic: Course overview.

September 14, 2022

Topic: Introduction.

Basic Text (write 2 questions): Teo, T. (2015). Critical psychology: A geography of intellectual engagement and resistance. *American Psychologist*, 70(3), 243-254.

York: https://search-proquest-com.ezproxy.library.yorku.ca/docview/1648591772?rfr_id=info%3Axri%2Fsid%3Aprim

September 21, 2022

Topic: What is history good for?

Basic Text (write 2 questions): Pettit, M., & Hegarty, P. (2014). Psychology and sexuality in historical time. In D. L. Tolman, L. M. Diamond, J. A. Bauermeister, W. H. George, J. G. Pfaus & L. M. Ward (Eds.), *APA handbook of sexuality and psychology (Vol. 1: Person-based approaches)* (pp. 63-78). American Psychological Association. <https://doi.org/10.1037/14193-003>

York: <https://books-scholarsportal-info.ezproxy.library.yorku.ca/en/read?id=/ebooks/ebooks0/apa/2014-07-07/1/201305866>

2nd Text (write summary/comment): 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). Wiley.

York: https://www.academia.edu/12685412/Teo_T._2015_.Historical_thinking_as_a_tool_for_theoretical_psychology_On_objectivity.In_J._Martin_J._Sugarman_and_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

September 28, 2022

Topic: Ontological reflections on the discipline of psychology.

Basic Text (write 2 questions): Teo, T. (2018). Chapter 2: What is psychology?

2nd Text (write summary/comment): Green, C. D. (2015). Why psychology isn't unified, and probably never will be. *Review of General Psychology*, 19(3), 207-214.

<http://dx.doi.org/10.1037/gpr0000051>

York: <http://pdfs.semanticscholar.org/dc22/b8938fa3d952b6a6895c2c8897998b556cca.pdf>

October 5, 2022

Topic: Ontological reflections on human nature.

Basic Text (write 2 questions): Teo, T. (2018). Chapter 3: What does it mean to be human?

2nd Text (write summary/comment): Teo, T. (2020). Subhumanism: The re-emergence of an affective-symbolic ontology in the migration debate and beyond. *Journal for the Theory of Social Behaviour*. doi:10.1111/jtsb.12237. <https://onlinelibrary-wiley-com.ezproxy.library.yorku.ca/doi/full/10.1111/jtsb.12237>

York: https://journals-scholarsportal-info.ezproxy.library.yorku.ca/details/00218308/v50i0002/132_stroaaitmdab.xml

Fall Reading Week: October 8-14

October 19, 2022

Topic: Ontological reflections on psychological concepts.

Basic Text (write 2 questions): Teo, T. (2018). Chapter 4: The “nature” of psychological objects, events, and concepts.

2nd Text (write summary/comment): Brinkmann, S. (2005). Human kinds and looping effects in psychology: Foucauldian and hermeneutic perspectives. *Theory & Psychology*, 15(6), 769-791. doi:10.1177/0959354305059332

York: <https://journals-sagepub-com.ezproxy.library.yorku.ca/doi/pdf/10.1177/0959354305059332>

October 26, 2022

Topic: Epistemological concerns about the status quo.

Basic Text (write 2 questions): Teo, T. (2018). Chapter 5: The consequences of positivism in psychology.

2nd Text (write summary/comment): Fine, M. (2014). Circuits of dispossession and privilege. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 227-234). Springer.

York: https://link-springer-com.ezproxy.library.yorku.ca/referenceworkentry/10.1007/978-1-4614-5583-7_41

November 2, 2022

Topic: Epistemology and the role of the social characteristics.

Basic Text (write 2 questions): Teo, T. (2018). Chapter 6: Do social characteristics influence knowledge?

2nd Text (write summary/comment): Ruck, N., Rutherford, A., Brunner, M., & Hametner, K. (2019).

Scientists as (not) knowing subjects: Unpacking standpoint theory and epistemological ignorance from a psychological perspective. In K. C. O’Doherty, L. M. Osbeck, E. Schraube, & J. Yen (Eds.), *Psychological Studies of Science and Technology* (pp. 127-148). Palgrave Macmillan.

York: <https://ebookcentral.proquest.com/lib/york/reader.action?docID=5880912&ppg=141>

November 9, 2022

Topic: Epistemology and culture.

Basic Text (write 2 questions): Teo, T. (2018). Chapter 7: Culture, epochs, and psychological knowledge.

2nd Text (write summary/comment): Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 33(2-3), 61-83.

<https://doi.org/10.1017/S0140525X0999152X>

York: https://journals-scholarsportal-info.ezproxy.library.yorku.ca/details/0140525x/v33i2-3/61_twpitw.xml

November 16, 2022

Topic: Ethical-political debates on power and money.

Basic Text (write 2 questions): Teo, T. (2018). Chapter 8: The role of values, power, and money in the psydisciplines.

2nd Text (write summary/comment): Pope, K. S. (2016). The code not taken: The path from guild ethics to torture and our continuing choices. *Canadian Psychology/Psychologie canadienne*, 57(1), 51-59. doi:https://dx.doi.org/10.1037/cap0000043

York: <https://search-proquest-com.ezproxy.library.yorku.ca/docview/1764143784/FD21186C8718498EPQ/6?accountid=15182>

November 23, 2022

Topic: Ethical-political debates on social justice.

Basic Text (write 2 questions): Teo, T. (2018). Chapter 9: Should psychology care about injustice?

2nd Text (write summary/comment): Rosenthal, L. (2016). Incorporating intersectionality into psychology: An opportunity to promote social justice and equity. *American Psychologist*, 71(6), 474-485. <https://doi.org/10.1037/a0040323>
York: <https://search-proquest-com.ezproxy.library.yorku.ca/docview/1815372280/354C95688D8844ECPQ/1?accountid=15182>

November 30, 2022

Topic: Ethical-political debates on making problems.

Basic Text (write 2 questions): Teo, T. (2018). Chapter 10: Problem-making versus problem-solving in society.

2nd Text (write summary/comment): Teo, T. (2008). From speculation to epistemological violence in psychology: A critical-hermeneutic reconstruction. *Theory & Psychology*, 18(1), 47-67.

York: <https://journals-sagepub-com.ezproxy.library.yorku.ca/doi/abs/10.1177/0959354307086922>

Winter term: Doing critical psychology

January 11, 2023

Topic: Critical psychology around the world.

Basic Text (write 2 questions): Teo, T. (2021). History and systems of critical psychology. *Oxford Research Encyclopedia of Psychology*. Oxford University Press.

<https://doi.org/10.1093/acrefore/9780190236557.013.663>

York:

2nd Text (write summary/comment): Parker, I. (2015). Introduction: Principles and positions. In I. Parker (Ed.), *Handbook of critical psychology* (pp. 1-9). Routledge.

<https://ebookcentral.proquest.com/lib/york/reader.action?docID=2028268&ppg=18>

York:

Theory and Methods

January 18, 2023

Topic: Theorizing.

Basic Text (write 2 questions): Teo, T. (2022). The praxis of theorizing in psychology: From traditional to critical perspectives. In B. D. Slife, S. C. Yanchar, & F. C. Richardson (Eds.), *Routledge international handbook of theoretical and philosophical psychology: Critiques, problems, and alternatives to psychological ideas* (pp. 537-551). Routledge.

<https://doi.org/10.4324/9781003036517-33>

York:

2nd Text (write summary/comment): Teo, T. (2018). Homo neoliberalus: From personality to forms of subjectivity. *Theory & Psychology*, 28(5), 581-599.

York: <https://journals-sagepub-com.ezproxy.library.yorku.ca/doi/full/10.1177/0959354318794899>

January 25, 2023

Topic: Participatory action research.

Basic Text (write 2 questions): Torre, M. E. (2014). Participatory action research. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1323-1327). Springer.

York: https://link-springer-com.ezproxy.library.yorku.ca/referenceworkentry/10.1007/978-1-4614-5583-7_211

2nd Text (write summary/comment): 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.

York: <https://search-proquest-com.ezproxy.library.yorku.ca/docview/1492507608/6565437720EA4249PQ/48?accountid=15182>

February 1, 2023

Topic: Discourse analysis.

Basic Text (write 2 questions): Taylor, S. (2014). Discourse analysis. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 449-451). Springer.

York: https://link-springer-com.ezproxy.library.yorku.ca/referenceworkentry/10.1007/978-1-4614-5583-7_80

2nd Text (write summary/comment): Parker, I. (2015). *Critical discursive psychology (2nd ed.)*. Palgrave Macmillan. [Part II. 6 Discourse: Definitions and contradictions; pp. 148-164]

York: <https://ebookcentral.proquest.com/lib/york/detail.action?docID=2057854>

Practices and Fields of Work

February 8, 2023

Topic: Critical community psychology.

Basic Text (write 2 questions): Fryer, D., & Duckett, P. (2014). Community psychology. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 284-290). Springer.

York: https://link-springer-com.ezproxy.library.yorku.ca/referenceworkentry/10.1007/978-1-4614-5583-7_53

2nd Text (write summary/comment): Evans, S. D., Duckett, P., Lawthom, R., & Kivell, N. (2017).

Positioning the critical in community psychology. In M. A. Bond, I. Serrano-García, C. B. Keys, & M. Shinn (Eds.), *APA handbook of community psychology: Theoretical foundations, core concepts, and emerging challenges* (pp. 107–127). American Psychological Association. <https://doi.org/10.1037/14953-005>

York: <https://books-scholarsportal-info.ezproxy.library.yorku.ca/en/read?id=/ebooks/ebooks0/apa/2016-09-29/1/201609482#page=1>

February 15, 2023

Topic: Critical health psychology / alternative clinical psychology.

Basic Text (write 2 questions): Murray, M., & Chamberlain, K. P. (2014). Health psychology. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 844-850). Springer.

York: https://link-springer-com.ezproxy.library.yorku.ca/referenceworkentry/10.1007/978-1-4614-5583-7_132

2nd Text (write summary/comment): Johnstone, L. (2022). General patterns in the Power Threat Meaning Framework: Principles and Practice. *Journal of Constructivist Psychology*, 35(1), 16–26.

<https://doi.org/10.1080/10720537.2020.1773358>

York: https://journals-scholarsportal-info.ezproxy.library.yorku.ca/details/10720537/v35i0001/16_gpitptmfap.xml

Winter Reading Week: February 18-24

March 1, 2023

Topic: Critical psychology of class and inequality.

Basic Text (write 2 questions): 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.

York: https://journals-scholarsportal-info.ezproxy.library.yorku.ca/details/17519004/v08i0008/397_cdpscotcpa.xml

2nd Text (write summary/comment):

Wilkinson, R. G., & Pickett, K. E. (2009). Income inequality and social dysfunction. *Annual Review of Sociology*, 35, 493–511.
York: <https://search-proquest-com.ezproxy.library.yorku.ca/docview/199614637/C1EB48F46A24B1FPQ/22?accountid=15182>

March 8, 2023

Topic: *Critical psychology of gender.*

Basic Text (write 2 questions): Johnson, K. (2014). Queer theory. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1618-1624). Springer.

York: https://link-springer-com.ezproxy.library.yorku.ca/referenceworkentry/10.1007/978-1-4614-5583-7_592

2nd Text (write summary/comment): Thorne, S. R., Hegarty, P., & Hepper, E. G. (2019). Equality in theory: From a heteronormative to an inclusive psychology of romantic love. *Theory & Psychology*, 29(2), 240–257. <https://doi.org/10.1177/0959354319826725>

York: https://journals-scholarsportal-info.ezproxy.library.yorku.ca/details/09593543/v29i0002/240_eitfahaiporl.xml

March 15, 2023

Topic: *Critical race theory and psychology.*

Basic Text (write 2 questions): Teo, T. (2022). What is a *white epistemology* in psychological science? A critical race-theoretical analysis. *Frontiers of Psychology [Hypothesis and Theory]*, 13.

<https://doi.org/10.3389/fpsyg.2022.861584>

York: https://journals.scholarsportal.info/details/16641078/v13inone/nfp_wiaweipsacra.xml

2nd text (write summary/comment): Salter, P., & Adams, G. (2013). Toward a critical race psychology. *Social and Personality Psychology Compass*, 7(11), 781–793. <https://doi.org/10.1111/spc3.12068>

York: https://journals-scholarsportal-info.ezproxy.library.yorku.ca/details/17519004/v07i0011/781_tacrp.xml

March 22, 2023

Topic: *Critical psychology of climate change.*

Basic Text (write 2 questions): Adams, M. (2021). Critical psychologies and climate change. *Current Opinion in Psychology*, 42(Complete), 13–18. <https://doi.org/10.1016/j.copsyc.2021.01.007>

York: https://journals-scholarsportal-info.ezproxy.library.yorku.ca/details/2352250x/v42icomplete/13_cpacc.xml

2nd Text (write summary/comment): Fisher, A. (2019). Ecopsychology as decolonial praxis. *Ecopsychology*, 11(3), 145–155. <https://doi.org/10.1089/eco.2019.0008>

York: <https://www-liebertpub-com.ezproxy.library.yorku.ca/doi/10.1089/eco.2019.0008>

March 29, 2023

Topic: *Critical disability studies.*

Basic Text (write 2 questions): Gill, C. J. (2014). Persons with disabilities. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1374-1383). Springer.

https://link-springer-com.ezproxy.library.yorku.ca/referenceworkentry/10.1007/978-1-4614-5583-7_591

2nd Text (write summary/comment): Goodley, D., Lawthom, R., & Cole, K. R. (2014). Posthuman disability studies. *Subjectivity*, 7(4), 342-361.

York: <https://link-springer-com.ezproxy.library.yorku.ca/article/10.1057/sub.2014.15>

April 5, 2023

Topic: *Review of course.*