Faculty of Health
Department of Psychology
PSYC 4150 6.0
CRITICAL PSYCHOLOGY: THEORY, RESEARCH, AND PRACTICE
Wednesday 14:30-17:30
Fall/Winter 2024/2025

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

Course Format: In-class lectures, discussions, seminar presentations, interactions and activities. A class meeting could be hosted on Zoom, should the instructor participate in a conference, etc. (tbd).

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

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology)

- 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 the 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 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, practices, methods, and interventions. Films and videos may supplement some lectures. The readings are central to the course. The lectures and presentations serve to enrich, clarify, or 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 of 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 possibilities and 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

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). You can use *York Libraries* to find the work. Additional readings may be assigned or recommended during the course.

Course Requirements and Assessment:

Term 1	Date of Evaluation	Weighting
Written Reflections	Throughout the term	25%
Presentation	Usually within one week	25%
Paper	End of term	25%
Participation	End of term	25%
		100%

Term 2: Same as Term 1.

Final Grade = (Term 1 + Term 2) / 2

Description of Assignments

Overview (for each term):

(a) Written Reflections: Compose a total of 5 (per term) (600-800 words) on one of the "Reflection Texts" 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; (ii) Questions (develop a written question regarding the main text ("Essential Text") ahead of each class meeting; (iii) Providing peer-feedback. Class participation is taken into account.

(a) Written Reflections

- 600 – 800-word reflections on the "Reflection Texts" (use the word count function in your word processing program and list the number of words at the end of the reflection). Choose one text! Do not count references! Do not count direct quotes.
    Option 1 (reconstructive): Provide a reflective account on how the text relates to your own academic, intellectual or personal experiences. Make sure you capture the essence of the argument. Do not provide free associations with the text (i.e., discuss experiential issues *related* to the text). The account should be personal, introspective and analytical. It can also address what "you want to do" based on what was said in the text. Reflections need to show that the text was read.
    Option 2 (deconstructive): Use ChatGPT to summarize the text (e.g., 700 words) (include in submission but do not count towards words) and discuss (600-800 words) what the AI got wrong or missed in the article.
    Option 3 (constructive): Take a photo (with your phone and attach) that relates to the text and discuss how your photo addresses the text.
- Referencing is not required but necessary if additional sources are used.
- For the due day see eClass (due before the meeting).
- Reflections represent 25% of the grade in each term.
- Grading: Each "reflection" 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 "reflection" is accepted!
- You need to submit 5 reflections per term. If you submit more than 5, only the highest rated 5 reflections will be used.

(b) Presentations in class
- One presentation in each term on the *Topic* (contact instructor)!
- Presentation should be *educational* for peers.
- In the presentation you should be very clear on what stems from an author and what comes from you! This means you need to include citations on the slides!
- The duration of the core presentation for each student should be 23-25 minutes long (longer if videos are used or with long discussions).

- Incorporate ideas from both texts into your presentation. Yet, 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 discussion questions derived from the reading material. Contact instructor, if needed.
- Reconstruct (what are the debates?), deconstruct (critique of psychology or limitations), construct (what can we build? what should we do?).
- Assessment of the presentation by the whole group is taken into account (peer-feedback). 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.
- Presentations can be researched and developed 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, title page and abstract (maximum is 3500 words).
- References must be drawn from at least 10 different academic sources. Wikipedia does not count as an academic source!
- You should use subheadings.
- The paper must have a psychological perspective in a broad sense!
- The deadlines are December 13 (fall) and April 11 (winter) at 23:59.
- 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, questions, and peer-feedback

- (i) Attendance and participation: Required for the full time of class!
- (ii) Questions: For our class meetings develop a written question regarding one reflection text (the one that was NOT chosen for the written reflection). Make sure you understood the whole chapter/article ahead of each class meeting. Questions should be complex and show an understanding of the material. Questions can be rhetorical (asking yourself). A good question can take several sentences (e.g., 50-100 words). For the day of one's own presentation, no question is needed! Quality of question is taken into account.
- (iii) Peer-feedback: Provide feedback for presentations. Quality of feedback is taken into account.

- 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 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 2024-25

Missed/Late Assignment

For any missed/late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. 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.

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 late assignment.

Add/Drop Deadlines

For a list of all important dates please refer to Undergraduate Fall/Winter 2024-2025 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)	September 18	September 18	January 20
Last date to add a course **with permission** of instructor (also see Financial Deadlines)	October 2	October 16	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 7	March 14
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9 – December 3	February 8-April 4	March 15-April 4

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

Software may be used to detect plagiarism in texts. To promote academic integrity in this course, written assignments may be submitted to Turnitin, GPTZero, etc. 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 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

It is expected that students complete assignments in a manner that does not require consulting unauthorised sources.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with information about Academic Integrity. See also the Senate Policy and Academic Honesty.

Review the Student Resources!

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

1. 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 aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.

- Peer-Assisted Study Session (P.A.S.S.) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.

- Peer Tutoring offers one-on-one academic support by trained Peer Tutors.

- Calumet and Stong Colleges also support students' Health & Wellness, leadership and professional skills development, student/community engagement and wellbeing, Career Exploration, Indigenous Circle, Awards & Recognition, and provide opportunities to students to work or volunteer.

- Please connect with your Course Director about any specific academic resources for this class.

- For additional resources/information about Calumet and Strong Colleges Student Success Programs, please consult our websites (Calumet College; Stong College), email us at scchelp@yorku.ca, and/or follow us on Instagram (Calumet College; Stong College), X (formerly Twitter: Calumet College; Stong College), Facebook (Calumet College; Stong College) and LinkedIn

- Are you receiving our weekly email (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact ccscadmn@yorku.ca, and request to be added to the listerv.

- Feel free to consult additional resources and student supports at York University

Academic Accommodation for Students' Religious Observance

Senate Policy on Academic Accommodation for Students' Religious Observances (Policy, Guidelines and Procedures) which can be found at the York Secretariat Policies website.

The University is committed to respecting the religious beliefs and practices of all members of the community and making reasonable and appropriate accommodations for observances of days of religious significance.

Guidelines/Principles

1. 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.

2. The University provides reasonable and appropriate accommodation for students whose religion or spiritual beliefs requires them to be absent from the University for the observance of recognized religious days of significance.

3. A list of *Commonly Observed Dates of Religious Significance* are compiled concurrently with the establishment of the Sessional Dates for the upcoming academic year and disseminated to assist instructors in course planning.

4. Normally the form of accommodation will be alternative dates for final examinations, and adjustment of dates for term work, mid-term examinations or other course components.

5. The Registrar's Office [Office of the University Registrar] takes into consideration the dates of religious significance in its establishment of the final examination schedule.

6. Documentation from faith leaders is not required to support requests for accommodation.

To assist you, we provide the following list of Commonly Observed Dates of Religious Significance. It is meant as a guide to religious accommodations. This is not a comprehensive list of all holy days of observance and the absence of other dates on this list should not be interpreted to mean that accommodation should not be provided to students who observe these holy days associated with their faith or spiritual beliefs. You can also consult the Interfaith Calendar (*not maintained by York*).

Event planners and faculty members are encouraged to take these days into consideration when scheduling events.

Additional information for students, faculty and staff on religious accommodation can be found on the Centre for Human Rights, Equity and Inclusion website. You can also read more information on statutory dates in the academic year.

Course Schedule

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

Fall Term: Critical-theoretical reconstructions and deconstructions

September 4, 2024
Course overview.

September 11, 2024
Introduction.
- Teo, T. (2015). Critical psychology: A geography of intellectual engagement and resistance. *American Psychologist, 70*(3), 243-254. https://doi.org/10.1037/a0038727
- 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

September 18, 2024 [Instructor is invited keynote speaker at the German Society for Psychology
   Congress in Vienna - class will be held via Zoom or via prerecorded video]
Topic: What is history good for?
- 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. https://doi.org/10.1002/9781118748213.ch9
- 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

September 25, 2024
Topic: Ontological reflections regarding the discipline of psychology.
- Teo, T. (2018). Chapter 2: What is psychology?
- Green, C. D. (2015). Why psychology isn't unified, and probably never will be. *Review of General Psychology, 19*(3), 207-214. https://doi.org/10.1037/gpr0000051

October 2, 2024
Topic: Ontological reflections on human nature.
- Teo, T. (2018). Chapter 3: What does it mean to be human?
- 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, 50*(2)*,* 132-148. https://doi.org/10.1111/jtsb.12237

October 9, 2024
Topic: Ontological reflections on psychological concepts.
- Teo, T. (2018). Chapter 4: The "nature" of psychological objects, events, and concepts.
- Brinkmann, S. (2005). Human kinds and looping effects in psychology: Foucauldian and hermeneutic perspectives. *Theory & Psychology, 15*(6), 769-791. https://doi.org/10.1177/0959354305059332

Fall Reading Week: October 12-18

October 23, 2024

Topic: Epistemological concerns about the status quo.
- Teo, T. (2018). Chapter 5: The consequences of positivism in psychology.
- Teo, T. (2024). Subjectivity and method: Why psychology needs more armchair scholarship. *Theory & Psychology*, *34*(3), 347-361. https://doi.org/10.1177/09593543231219534

October 30, 2024

Topic: Epistemology and the role of the social characteristics.
- Teo, T. (2018). Chapter 6: Do social characteristics influence knowledge?
- 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.

November 6, 2024

Topic: Epistemology and culture.
- Teo, T. (2018). Chapter 7: Culture, epochs, and psychological knowledge.
- 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

November 13, 2024

Topic: Ethical-political debates on power and money.
- Teo, T. (2018). Chapter 8: The role of values, power, and money in the psydisciplines.
- 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. https://doi.org/10.1037/cap0000043

November 20, 2024

Topic: Ethical-political debates on social justice.
- Teo, T. (2018). Chapter 9: Should psychology care about injustice?
- 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

November 27, 2024

Topic: Ethical-political debates on making problems.
- Teo, T. (2018). Chapter 10: Problem-making versus problem-solving in society.
- Teo, T. (2008). From speculation to epistemological violence in psychology: A critical-hermeneutic reconstruction. *Theory & Psychology, 18*(1), 47-67. https://doi.org/10.1177/0959354307086922

Winter term: Doing critical psychology

January 8, 2025
Topic: Doing psychology critically.
- 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
- Fine, M. (2014). Circuits of dispossession and privilege. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 227-234). Springer.

Theory and Methods

January 15, 2025
Topic: Theorizing subjectivity / neoliberal subjectivity
- Teo, T. (2024). Towards a theory of subjectivity. *Rivista Internazionale di Filosofia e Psicologia,1,* 1-14. https://doi.org/10.4453/rifp.2024.0001
- Teo, T. (2018). Homo neoliberalus: From personality to forms of subjectivity. *Theory & Psychology, 28*(5), 581-599. https://doi.org/10.1177/0959354318794899

January 22, 2025
Topic: Participatory action research.
- Fine, M., Torre, M. E., Oswald, A. G., & Avory, S. (2021). Critical Participatory Action Research: Methods and praxis for intersectional knowledge production. *Journal of Counseling Psychology*, *68*(3), 344–356. https://doi.org/10.1037/cou0000445
- 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. https://doi.org/10.1037/a0034360

January 29, 2025
Topic: Discourse analysis.
- Taylor, S. (2014). Discourse analysis. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 449-451). Springer.
- Parker, I. (2015). *Critical discursive psychology (2nd ed.)*. Palgrave Macmillan. [Part II. 6 Discourse: Definitions and contradictions; pp. 148-164]

Practices and Fields of Work

February 5, 2025
Topic: Critical community psychology.
- Fryer, D., & Duckett, P. (2014). Community psychology. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 284-290). Springer.
- 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

February 12, 2025
Topic: Critical health psychology or alternative clinical psychology.

- Murray, M., & Chamberlain, K. P. (2014). Health psychology. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 844-850). Springer.
- Boyle. (2022). Power in the Power Threat Meaning Framework. *Journal of Constructivist Psychology*, *35*(1), 27–40. https://doi.org/10.1080/10720537.2020.1773357

Winter Reading Week: February 15-21

February 26, 2025
Topic: Economic justice - critical psychology of class 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. https://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. https://doi.org/10.1146/annurev-soc-070308-115926

March 5, 2025
Topic: Gender justice - critical psychology of LGBTQ+.
- Johnson, K. (2014). Queer theory. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1618-1624). Springer.
- 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

March 12, 2025
Topic: Critical race theory - decolonizing psychology.
- 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
- Teo, T., & Febbraro, A. R. (2024). Modeling and theorizing in psychology: Autoepistemology and epistemic EDI (Equity, Diversity, and Inclusion) as tools for challenging racism. *Review of General Psychology, 0(0)*. https://doi.org/10.1177/10892680241261053

March 19, 2025
Topic: Environmental justice - critical psychology of climate change.
- Adams, M. (2021). Critical psychologies and climate change. *Current Opinion in Psychology*, *42*, 13–18. https://doi.org/10.1016/j.copsyc.2021.01.007
- Omotayo Oladejo, A., Malherbe, N., & van Niekerk, A. (2023). Climate justice, capitalism, and the political role of the psychological professions. *Review of General Psychology*, 108926802311753-. https://doi.org/10.1177/10892680231175394

March 26, 2025
Topic: Disability justice - critical disability studies.
- Gill, C. J. (2014). Persons with disabilities. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1374-1383). Springer.
- Goodley, D., Lawthom, R., & Cole, K. R. (2014). Posthuman disability studies. *Subjectivity, 7*(4), 342-361. https://doi.org/10.1057/sub.2014.15

April 2, 2025: *Review of course.*