

**Faculty of Health  
Department of Psychology  
PSYC 4150 6.0 A (Y)  
CRITICAL PSYCHOLOGY: THEORY, RESEARCH, AND PRACTICE  
Wed 11:30-14:30 / MC 212  
FW 2019/2020**

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Office Hours: By appointment or by Zoom  
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**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: [Moodle](#)**

**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. 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, 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:

- *Teo, T. (Ed.) (2014). Encyclopedia of critical psychology. New York: Springer. (Online access - York libraries)*
- *Teo, T. (2018). Outline of theoretical psychology: Critical investigations. London, UK: Palgrave Macmillan. (Online access – York libraries)*
- *Parker, I. (Ed.) (2015). Handbook of critical psychology. London: Routledge. (Online access - York libraries)*
- Other: Journal articles and book chapters (see below)

Additional readings may be assigned or recommended during the course.

## 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%              |
|                        |                           | <hr/> 100%       |

Winter Assessment: Same as in the fall term.

$$\underline{\text{Final Grade}} = (\text{Fall Grade} + \text{Winter Grade})/2$$

## 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 their presentations.
- 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 Keynote (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.
- Include 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 3000 words without references, title page, and abstract (maximum is 4000 words).
- References must be drawn from at least 15 different academic sources. Use subheadings but do not add empty lines. Wikipedia does not count as an academic source! Include primary sources in your paper.
- The paper must have a psychological perspective!
- The deadline for the Fall paper is December 11, 2019, 23:59. Send e-mail attachment. There will be deductions for late submissions.
- The deadline for the Winter paper is April 15, 2020, 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: 650 – 950 words for the required reading (optional readings can be included but are not necessary) (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 text 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.
- Practice epistemic modesty rather than epistemic grandeur!
- 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 9 at 13:00 for the September 11 Wednesday meeting. Questions/Comments are usually returned no 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 5 comments per term. If you submit more than 5 comments, only the highest rated 5 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 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 2019-20](#)

### Missed Tests/Midterm Exams/Late Assignment:

For any missed tests, midterm exam or late assignments, 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 tests, midterm exam or late assignments.

In addition, to the online form, students documented reason for a missed tests, midterm exam or late assignments such as illness, compassionate grounds, etc., MUST submit official documentation (e.g. [Attending Physician Statement](#))

### Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2019-20 - Important Dates](#)

|   | FALL<br>(F)        | YEAR<br>(Y)        | WINTER<br>(W)        |
|---|--------------------|--------------------|----------------------|
| Last date to add a course without permission of instructor (also see Financial Deadlines)                   | Sept. 17           | Sept. 17           | Jan. 19              |
| Last date to add a course with permission of instructor (also see Financial Deadlines)                      | Oct. 1             | Oct. 22            | Feb. 3               |
| Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)          | Nov. 8             | Feb. 3             | March 13             |
| Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below) | Nov. 9 -<br>Dec. 3 | Feb. 4 -<br>Apr. 5 | March 14 -<br>Apr. 5 |

*\*Note: 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 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 involve or 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 familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

### **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 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](#).

## Course Schedule

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

### September 4, 2019

#### 1. Introduction.

- Teo, T. (2018). Chapter 1: Introduction.

### September 11, 2019

#### 2. What is history good for?

- Rutherford, A. (2014). Historiography. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 866-872). New York: Springer. [Access via York University Libraries eResources]
- Optional: 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 11 meeting is due on September 9 (Monday) at 13:00 (see above)!

### September 18, 2019

#### 3. Ontological reflections on the discipline of psychology.

- 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]
- Optional: Teo, T. (2018). Chapter 2: What is psychology?

First student presentations in the fall term on September 18!

### September 25, 2019

#### 4. Ontological reflections on human nature.

- 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]
- Optional: Teo, T. (2018). Chapter 3: What does it mean to be human?

### October 2, 2020

#### 5. Ontological reflections on psychological concepts.

- Brinkmann, S. (2005). Human kinds and looping effects in psychology: Foucauldian and hermeneutic perspectives. *Theory & Psychology, 15*(6), 769-791. doi:10.1177/0959354305059332 [Access via York University Libraries eResources]
- Optional: Teo, T. (2018). Chapter 4: The “nature” of psychological objects, events, and concepts.

### October 9, 2020

#### 6. Epistemological concerns about the status quo.

- 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]
- Optional: Teo, T. (2018). Chapter 5: The consequences of positivism in psychology.

**October 12 – 18: Fall reading week**

October 23, 2020

7. *Epistemology and the role of the social characteristics.*

- 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]
- Optional: Teo, T. (2018). Chapter 6: Do social characteristics influence knowledge?

October 30, 2020

8. *Epistemology and culture.*

- Bhatia, S. (2014). Orientalism. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1294-1300). New York: Springer. [Access via York University Libraries eResources]
- Optional: Teo, T. (2018). Chapter 7: Culture, epochs, and psychological knowledge.

November 6, 2020

9. *Ethical-political debates on power and money.*

- 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:<http://dx.doi.org/10.1037/cap0000043>
- Optional: Teo, T. (2018). Chapter 8: The role of values, power, and money in the psydisciplines.

November 13, 2020

10. *Ethical-political debates on social justice.*

- 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> [Access via York University Libraries eResources]
- Optional: Teo, T. (2018). Chapter 9: Should psychology care about injustice?

November 20, 2020

11. *Ethical-political debates on making problems.*

- 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>]
- Optional: Teo, T. (2018). Chapter 10: Problem-making versus problem-solving in society.

November 27, 2020

12. *Aesthetic challenges.*

- Larrain, A., & Haye, A. (2019). Self as an aesthetic effect. *Frontiers of Psychology*, 10, 1433. doi:10.3389/fpsyg.2019.01433 [Access at: <https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01433/full>]
- Optional: Teo, T. (2018). Chapter 11: Subjectivity and resistance through aesthetics.

**Course Texts / Readings and Tentative Outline in the Winter Term**

January 8, 2020

1. Videos:

- Video: Critical PAR in "Revoluting" Times: A discussion with Michelle Fine: [https://www.youtube.com/watch?v=zRMmw5t\\_bhg](https://www.youtube.com/watch?v=zRMmw5t_bhg)

- Video: *Encyclopedia of critical psychology* - NYC Premiere, 2014: <https://vimeo.com/142202798>
- No class meeting.

January 15, 2020

2. *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]
- Optional: 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 15 meeting is due on January 13 (Monday) at 13:00.

First student presentations in winter on January 15!

## 1. Theory and Methods

January 22, 2020

3. *Theorizing.*

- 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)]
- Optional: Teo, T. (2018). Homo neoliberalus: From personality to forms of subjectivity. *Theory & Psychology*, 28(5), 581-599. doi:10.1177/0959354318794899 [Access via York University Libraries eResources]

January 29, 2020

4. *Reflexivity on privilege.*

- 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]
- Optional: 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]

February 5, 2020

5. *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]
- Optional: 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 12, 2020

6. *Discourse analysis.*

- Taylor, S. (2014). Discourse analysis. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 449-451). New York: Springer. [Access via York University Libraries eResources]
- Optional: Parker, I. (2013). Discourse analysis: Dimensions of critique in psychology. *Qualitative Research in Psychology*, 10(3), 223-239. doi:<http://dx.doi.org.ezproxy.library.yorku.ca/10.1080/14780887.2012.741509>

February 15-21, 2020: Winter reading week.

## 2. Practices and Fields of Work

February 26, 2020

### 7. 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]
- Optional: 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]

March 4, 2020

### 8. 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]
- Optional: Johnstone, L. & Boyle, M. with Cromby, J., Dillon, J., Harper, D., Kinderman, P., Longden, E., Pilgrim, D. & Read, J. (2018). *The Power Threat Meaning Framework: Overview*. Leicester: British Psychological Society. [Access at: <https://www.bps.org.uk/sites/bps.org.uk/files/Policy%20-%20Files/PTM%20Overview.pdf>] [pp. 8-27]

March 11, 2020

### 9. 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. doi:http://dx.doi.org/10.1111/spc3.12118
- Optional: 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]

March 18, 2020

### 10. Queer psychology.

- 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]
- Optional: Penalzoza, 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 25, 2020

### 11. Critical disability studies.

- Goodley, D., Lawthom, R., & Cole, K. R. (2014). Posthuman disability studies. *Subjectivity*, 7(4), 342-361. [Access via York University Libraries eResources; search through SpringerLink or see www]
- Optional: Gill, C. J. (2014). Persons with disabilities. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1374-1383). New York: Springer. [Access via York University Libraries eResources]