

Environmental Psychology PSY 435 Winter 2024

Department of Psychology
Thursdays 2 to 5 p.m.; GB 248

Instructor

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1:30, ES1044A (or by appointment
– online too)

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Welcome to the course!

Overview

This lecture course explores how psychologists can contribute to finding solutions to today's pressing environmental challenges. We explore the many ways in which the physical environment affects psychological processes and how individuals change their environment. The course takes an interdisciplinary approach to the human-environment relationship, covering individual, community, cultural and global levels of scale, through the lens of complex dynamic systems theories. Through written reflections, class discussions on readings, a group project, two short quizzes, and a term paper, you will gain competence in, and an appreciation for the importance of this growing field of psychology.

Course objectives

- You will gain a proficient understanding of the dire state of the environment and the positive and negative influences the environment has on human health and wellbeing.
- You will investigate the factors influencing human environmentally responsible / harmful behaviours or inaction.
- You will examine various psychological strategies that encourage environmentally responsible behaviours.
- You will have an appreciation for the psychological impacts from environmental conditions on human wellbeing.
- You will develop an appreciation for the importance of this growing field of psychology.



Can people experience a personal relationship with the environment analogous to how they experience a relationship with another human being?

(from "Interdependence with the Environment: Commitment, interconnectedness, and environmental behaviour")
Photo by David Clode on Unsplash

Required readings

All readings will be found on Quercus under the Library Reading List.
There is no class textbook.



Class Outline

Part 1: Discussion of the state of the environment and the positive and negative influences the environment has on human health and wellbeing

Class One (Jan 11): The planet, human beings & psychology (part 1); we will spend time getting to know one another, the course and course expectations.

- Berry, Thomas. "The Ecozoic Era." Schumacher Center for a New Economics; available at: <https://centerforneweconomics.org/publications/the-ecozoic-era/>
- McKibben, Bill. "Is it hot enough yet for politicians to take real action?" The New Yorker, July 11, 2023.
- REPORT OF THE APA TASK FORCE ON CLIMATE CHANGE, "Addressing the Climate Crisis: An Action Plan for Psychologists,"(2022)
<https://www.apa.org/science/about/publications/climate-crisis-action-plan.pdf>

Recommended for further reading:

- (anonymous) "The Contents of your daily life."

Class Two (Jan 18): The planet, human beings & psychology (part 2)

- Bernheimer, Lily. Chapter "A Truman Show for Dementia Patients: Savannahs, Snakes, and the Mystery Novel Model," in *The Shaping of US: How Everyday Spaces Structure Our Lives, Behaviour, and Well-Being*. San Antonio, Texas: Trinity University Press, 2017, 109-143
- IPCC Secretariat IPCC PRESS RELEASE (9 August 2021): "Climate change widespread, rapid, and intensifying."
- Roszak, Theodore. (1995). "Where Psyche Meets Gaia," in Gomes, Kanner, A. D., & Roszak, T. eds. *Ecopsychology: restoring the earth, healing the mind*. Sierra Club Books. Pp. 1-17.

Recommended for further reading:

- Gifford, Robert. (2014). Environmental psychology matters. *Annual Review of Psychology*, 65(1), 541–579. <https://doi.org/10.1146/annurev-psych-010213-115048>
- Snell, T. L., Simmonds, J. G., & Webster, R. S. (2011). Spirituality in the Work of Theodore Roszak: Implications for Contemporary Ecopsychology. *Ecopsychology*, 3(2), 15–113. <https://doi.org/10.1089/eco.2010.0073>

Class Three (Jan 25): The human-nature connection

- Franco, Lara S, Danielle F Shanahan, and Richard A Fuller. "A Review of the Benefits of Nature Experiences: More Than Meets the Eye." *International Journal of Environmental Research and Public Health* 14, no. 8 (2017): 864-.
<https://doi.org/10.3390/ijerph14080864>.

- Sandifer, Sutton-Grier, A. E., & Ward, B. P. (2015). Exploring connections among nature, biodiversity, ecosystem services, and human health and well-being: Opportunities to enhance health and biodiversity conservation. *Ecosystem Services*, 12, 1–15. <https://doi.org/10.1016/j.ecoser.2014.12.007>

Recommended for further reading:

- Ferguson, K. T., Cassells, R. C., MacAllister, J. W., & Evans, G. W. (2013). The physical environment and child development: An international review. *International Journal of Psychology*, 48(4), 437–468. <https://doi.org/10.1080/00207594.2013.804190>
- Hartig, Terry. “Restoration in Nature: Beyond the Conventional Narrative.” In *Nature and Psychology*, 89–151. Cham: Springer International Publishing, 2021. https://doi.org/10.1007/978-3-030-69020-5_5.

Part 2: Investigating factors influencing human environmentally responsible / harmful behaviours or inaction

Class four (Feb 1): The psychology behind inaction

- Gifford. (2011). The Dragons of Inaction: Psychological Barriers that Limit Climate Change Mitigation and Adaptation. *The American Psychologist*, 66(4), 290–302. <https://doi.org/10.1037/a0023566>
- Supra, Geoffrey and Naomi Oreskes (2021) The forgotten oil ads that told us climate change was nothing. *The Guardian*. <https://www.theguardian.com/environment/2021/nov/18/the-forgotten-oil-ads-that-told-us-climate-change-was-nothing>
- Van Vugt, Mark. “Averting the Tragedy of the Commons: Using Social Psychological Science to Protect the Environment.” *Current Directions in Psychological Science : A Journal of the American Psychological Society* 18, no. 3 (2009): 169–73. <https://doi.org/10.1111/j.1467-8721.2009.01630.x>.

Recommended for further reading:

- van der Linden, Sander, Maibach, E., & Leiserowitz, A. (2015). Improving Public Engagement with Climate Change: Five “Best Practice” Insights From Psychological Science. *Perspectives on Psychological Science*, 10(6), 758–763. <https://doi.org/10.1177/1745691615598516>

Class 5 (Feb 8): From commitment to solidarity

- Davis, Green, J. D., & Reed, A. (2009). Interdependence with the environment: Commitment, interconnectedness, and environmental behavior. *Journal of Environmental Psychology*, 29(2), 173–180. <https://doi.org/10.1016/j.jenvp.2008.11.001>
- Kimmerer, Robin Wall, Chapter “Allegiance to Gratitude,” *Braiding sweetgrass* (First paperback edition.). Milkweed Editions, 105-117.
- Emmons, R. (2010) “Why Gratitude Is Good.” University of California, Berkley Greater Good Newsletter (16 November, 2010) Available at: https://greatergood.berkeley.edu/article/item/why_gratitude_is_good

Recommended for further reading:

- Knez, I., Butler, A., Ode Sang, Å., Ångman, E., Sarlöv-Herlin, I., & Åkerskog, A. (2018). Before and after a natural disaster: Disruption in emotion component of place-identity and wellbeing. *Journal of Environmental Psychology, 55*, 11–17. <https://doi.org/10.1016/j.jenvp.2017.11.002>

Class six (Feb 15): Justified or just unjustifiable? / **1st short QUIZ**

- Feygina, Jost, J. T., & Goldsmith, R. E. (2010). System Justification, the Denial of Global Warming, and the Possibility of “System-Sanctioned Change.” *Personality & Social Psychology Bulletin, 36*(3), 326–338. <https://doi.org/10.1177/0146167209351435>
- Klein, Naomi, Chapter 1, “The Right Is Right.” (2014). From *This changes everything: capitalism vs. the climate* (First Simon & Schuster hardcover edition.). Simon & Schuster. Pp. 31-63.

****Reading week Feb 19-23; no classes**

Part 3: Examining strategies that encourage environmentally responsible behaviours

Class seven (Feb 29): Applying behavioural science / wisdom & tools part 1

- Geller, Abrahamse, W., Guan, B., & Sussman, R. (2016). Applying Behavioral Science for Environmental Sustainability. In *Research Methods for Environmental Psychology* (pp. 307–322). John Wiley & Sons, Ltd. <https://doi.org/10.1002/9781119162124.ch16>
- Steg, Linda & de Groot, J. I. M eds. (2018). Chapter 28, “Persuasive technology to promote pro-environmental behaviour *Environmental psychology: an introduction* (Second edition.). Wiley. Pp. 283-294.
- Kimmerer, Robin Wall, “Windigo Footprints,” *Braiding sweetgrass* (First paperback edition.). Milkweed Editions. PP. 303-309.

Class eight (Mar 7): Applying behavioural science / wisdom & tools part 2 (Guest lecture with Beth Savan, Sr. Lecturer (Emeritus), School of the Environment)

- Chan, S., Dolderman, D., Savan, B., & Wakefield, S. (2012). “Practicing Sustainability in an Urban University: A case study of a behavior based energy conservation project.” *Applied Environmental Education and Communication, 11*(1), 9–17. <https://doi.org/10.1080/1533015X.2012.728060>
- Abrahamse, Wokje, and Linda Steg. “Social Influence Approaches to Encourage Resource Conservation: A Meta-Analysis.” *Global Environmental Change 23*, no. 6 (2013): 1773–85. <https://doi.org/10.1016/j.gloenvcha.2013.07.029>.

Recommended for further reading:

- Mildemberger, M., Stokes, L., Savan, B., Kolenda, B., & Dolderman, D. (2013). ENVIRONMENTAL REVIEWS AND CASE STUDIES: Beyond the Information Campaign: Community-Based Energy Behavioral Change at the University of Toronto. *Environmental Practice, 15*(2), 147–155. <https://doi.org/10.1017/S1466046613000057>

****March 11 Last day to drop S courses**

Class nine (Mar 14): Possibilities of architecturally infused ideas (visit outside campus to St. Gabriel's Church, 670 Sheppard Ave E., North York)

- Chiotti, Roberto. The Architecture of Eco-Theology: Towards a New Typology for Christian Sacred Space, *Religions* 2022, 13(1), 29; <https://doi.org/10.3390/rel13010029>
- Klinsky, S., & Mavrogianni, A. (2020). Climate justice and the built environment. *Buildings and Cities*, 1(1), 412–428. DOI: <http://doi.org/10.5334/bc.65>

Part 4: Recognizing the psychological impacts from environmental conditions on human wellbeing & surveying future paths of environmental psychology

Class ten (Mar 21): When it gets to be too much / 2nd short QUIZ

- Baudon, P., & Jachens, L. (2021). A Scoping Review of Interventions for the Treatment of Eco-Anxiety. *International Journal of Environmental Research and Public Health*, 18(18), 9636–. <https://doi.org/10.3390/ijerph18189636>
- Hickmam, Marks, Pihkala, Clayton, Lewandowski, Mayall et al. Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey. *The Lancet Planetary Health*, vol 5 Issue 12, E863-E873, December 2021.

Recommended for further reading:

- Richardson, John H. The Ballad of the sad climatologists: when the end of human civilization is your day job, it can be hard to sleep at night. *Esquire*, August 2015, pp. 82-89. <https://classic.esquire.com/article/2015/8/1/ballad-of-the-sad-climatologists>
- Baumeister, Bratslavsky, E., Finkenauer, C., & Vohs, K. D. (2001). Bad Is Stronger Than Good. *Review of General Psychology*, 5(4), 323–370. <https://doi.org/10.1037/1089-2680.5.4.323>

Class eleven (Mar 28): Coping with the too much through process and with one-another, part 1

- Aldrich, Daniel P & Meyer, M. A. (2015). Social Capital and Community Resilience. *The American Behavioral Scientist (Beverly Hills)*, 59(2), 254–269. <https://doi.org/10.1177/0002764214550299>
- Wray, Britt. (2022). Chapter 6 “Good Grief” in *Generation dread: finding purpose in an age of climate crisis*. Alfred A. Knopf Canada
- Eaton, Marie. (2017). Navigating Anger, Fear, Grief, and Despair. In Chapter 4, *Contemplative Approaches to Sustainability in Higher Education* (1st ed., pp. 40–53). Routledge. <https://doi.org/10.4324/9781315641249-4>

Recommended for further reading:

- Albrecht, G. (2006). Solastalgia. *Alternatives Journal (Waterloo)*, 32(4/5), 34–36.

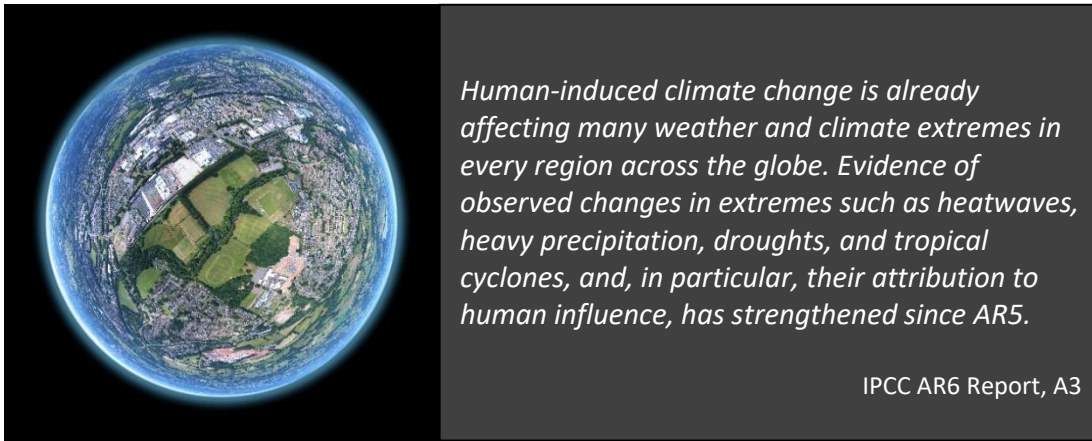
Class twelve (Apr 4): Coping with the too much through process and with one-another, part 2; wrapping things up / presentations of group behavioural change project

- Appolloni, Simon. “How to stay hopeful in a world seemingly beyond saving,” *The Conversation*, December 7, 2023, <https://theconversation.com/how-to-stay-hopeful-in-a-world-seemingly-beyond-saving-210415>
- Hooks, Bell. Chapter eleven, “Loss: Loving into Life and Death,” in *All about love: New visions*. New York, HarperCollins, 2001, 189-205.

- Stokols, Daniel, Misra, S., Runnerstrom, M. G., & Hipp, J. A. (2009). Psychology in an Age of Ecological Crisis: From Personal Angst to Collective Action. *The American Psychologist*, 64(3), 181–193. <https://doi.org/10.1037/a0014717>
- Sorqvist, Patrick. (2016). Grand challenges in environmental psychology. *Frontiers in Psychology*, 7, 583–583. <https://doi.org/10.3389/fpsyg.2016.00583>

Recommended for further reading:

- Weir, Kirsten. (2018). Building a sustainable future: Psychologists are helping cities and corporations embrace more eco-friendly behaviors. American Psychological Association. <https://www.apa.org/monitor/2018/05/cover-sustainable-future>



Course Evaluation & Grading Scheme

Class Engagement	15%
Reflections on Readings (3 x 5%)	15%
Quizzes (2 x 10%)	20%
Designing a behavioural change group project	15%
Research paper proposal	5%
Research paper	30%

Class Engagement (15%_ongoing throughout the term)

With **the idea that we learn from one another** (me included), class discussions will be essential. They will be **open collegial and respectful**, in both small and large group formats. You will be expected **to actively participate in class discussions, ask questions and generally be inquisitive**. To this end, you are expected to attend every class (see **Attendance, Due Dates and Lateness**) and to have completed readings before class time so as to engage more proficiency in class discussions. Actual attendance will account for up to half the whole class engagement mark. Note that engaging on the discussion board counts toward participation. Breakdown: 12 marks are for attendance; the remaining 3% is reserved for those with outstanding participation.

Reflections on Readings (15% [3 x 5] _ ongoing throughout term)

You will write three (3) 1-page reflections on readings covered in class of your choice throughout the course. You will reflect on **one aspect of a weekly reading that causes you to ponder a deeper issue, incorporating your thoughts and/or emotions on the aspect in question**. Note, it is not necessary – and ill-advised – to summarize or critique the reading. You need only write your name, cite the reading in question, convey precisely the issue found in the reading and then focus (using the majority of the page) on reflecting on that issue. The reflection, for example, could be how the issue in question ties into another reading or an experience in your life (and how they might be similar or different and why that might matter to environmental psychology) or it could be on a strong emotion that arose in you in that reading (pondering why that emotion might have surfaced and why that might be significant to your study of environmental psychology). In all cases, one page, one aspect, one pondering (which usually means one paragraph).

The aim of this exercise is threefold:

1. to have you **engage** deeper with critical attention (not the same as critique; in fact, do not attempt to critique) the readings in the course;
2. to have you engage both your **analytical** and **affective** sides; and
3. to allow me to **assist you in fostering skills in critical thinking on issues covered in the course**.

Reflections will be **uploaded to Quercus** within 1 week after the class reading in question (in other words, if handed in by 2pm or later on the day of the following class, it is late and disallowed).

Evaluation will be based on clarity and precision in describing aspect in question, evidence of a clear focus on one aspect offering a critical/affective response to that aspect (as per the aims # 1& 2 above) and writing style & mechanics (which includes page count). I strongly encourage everyone **not to put off this assignment until the end** of term as other assignments are due then.

Quizzes (20% [2 x 10]_ Feb 15 and Mar 21)

Two (2) quizzes will be held in class on. The quizzes will run **30-minutes, short answer to concepts and issues covered in readings and class**. A prep sheet with possible topics covered on the quiz will be handed out one class prior. The **goal** of the quizzes is to gauge your comprehension of concepts and issues covered in a low-pressure format. Quizzes will be returned the following class.

Designing / Presenting a behavioural change (pro-environmental) group project (15%_ due Apr 4)

This assignment will allow you, within a group, to bring together material covered in Part 3 readings and class work where we examine strategies that encourage environmentally responsible behaviours. In groups of 5-6 you will target an environment behaviour change at the University (anything from not wasting food, to recycling and so on) and design (but not implement/test) a project on campus to induce change. These projects will be presented to peers in class 12. Groups will have some class time in the term to prepare. More details will follow in class.

Research Paper Proposal (5%_ due on or before Feb 27)

With **the goal** of ensuring your research topic is viable and sources adequate, you will prepare a one and a half to two-page research proposal (with 11-12 pt. font and margins no smaller than .75

inches) to be assessed by our **TA** (Joshua Koh) who will also supply comments and suggestions. The proposal should consist of a 100–150-word description of the research question/topic and the rest of the 1.5-2 pages should be filled with a description of the approach to the essay (i.e., maybe an outline of some of the arguments, the structure, some of the evidence you will use etc.). Lastly, you will need to provide citations listing of a minimum of five academic sources [cited correctly in APA format]. Hence, you are expected to have 1 – 1.5 pages of written proposal and a half page of citations listed. **Evaluation** will be based on clarity, evidence of critical thought put into proposal, writing style & mechanics.

Research Paper (30%_due Apr 5)

This is a literature review. The **goal** of you writing this paper is to have you **synthesize research** on a topic of environmental psychology while **shedding a new light** on a specific aspect given the likely devastation climate change will bring about to ecosystems, human communities, economies and life in general. It is strongly recommended that you consult [“A Brief Guide to Writing the Psychology Paper” \(Harvard\)](#).

You will conduct a **literature review** (NOTE: **no experiments allowed**) related to a topic aligned with one of the four sections covered in class, specifically:

- i. positive and negative influences the environment has on human health and wellbeing,
- ii. factors influencing human environmentally responsible / harmful behaviours or inaction,
- iii. strategies that encourage environmentally responsible behaviours,
- iv. psychological impacts from environmental conditions on human wellbeing.

adding your own insight or perspective. **You will produce and defend a thesis statement that discusses the possible implications of your argument for human health and convey the importance of your contribution to environmental psychology.** You are to employ reliable sources (those that have been peer-reviewed by other experts in the field prior to publication) and cite proficiently using APA formatting.

Format: eight to ten double-spaced pages (with 11-12 pt. font and margins no smaller than .75 inches)

The **evaluation criteria** used in evaluating written work (in order of descending importance) are the following:

- Analysis – analysis will be evaluated in terms of success in using evidence in the form of data (comparison, examples, statistics, and testimony) to construct a logical argument which convincingly supports your research question.

- Precision and accuracy – precision means saying exactly and specifically what you mean, avoiding ambiguity and vague generalities. Accuracy refers to absence of major factual errors.
- Structure – this is how the paper is organized; each paper should be written as a focused essay that addresses the research question in a coherent manner. Avoid tangents.
- Writing style – writing style should be appropriate for an academic publication. Beyond that, style will be evaluated primarily in terms of clarity.
- Mechanics – defined as freedom from punctuation, spelling and grammatical errors. You are expected to include thorough, accurate and consistent references (according to reference instructions above)

University's Plagiarism Detection Tool

“Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).” See also **Academic Integrity** below.

Attendance

If you **need to miss a class** for any reason, please email me before class (see email policy) to let me know (you do not need to disclose the reason and no documentation is necessary – see section on absence). You are responsible for catching up on what was missed and are still expected to submit any work that is due that week. I highly recommend exchanging contact information with a classmate so that you may help each other out if you need to miss a class. Note that your class participation mark may be affected by your absence, *except for health and safety reasons, even if prolonged*. You can augment participation by contributing to the Conversation feature on Quercus. **Should you miss class (for illness)**, contact me within 24 hours for instructions on a mini assignment I will send in lieu of class attendance marks for that class.

Due dates and times and lateness

Missed quizzes will require you to hand in an added Reflection Paper on Readings (the same critical thinking is still required, though marked at quiz percentage). **Assignment deadlines for the Research Paper** are final, unless a valid reason is provided to the TA beforehand. Otherwise, a late penalty ensues as follows:

- A penalty of 1%/day for papers late by one day, 2%/day for papers late by two days, 3%/day for papers late three days until the fourth day onward, where a late penalty of 4%/day will take effect.

With the above in mind, this is a fourth-year class and you have proven yourself to be responsible for your work. Please come and speak with me or your TA about any extenuating circumstances. We will try to figure out a solution that works best for everyone.

Re-marking Policy

Requests for an assignment to be re-graded must be made within two weeks of the return of the assignment (please send the request via email). If it is a quiz, proposal, or final paper, Joshua Koh will re-grade the assignment (for all others, I will). If unsatisfied with your mark from the TA, it is only after you have met and discussed your work with Joshua that you can come to me with your concerns. The re-grade will then be final (whether it is lower, higher, or the same as the original grade). **Please make sure you have carefully reviewed your assignment, the feedback you received, and the marking rubric (if applicable) before submitting it for a re-grade** (to ensure that you really do think it was graded inappropriately, and that you are not simply disappointed with the grade you received).

Religious Accommodation

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes You and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. Joshua and I will make every reasonable effort to avoid scheduling compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity due to a religious observance, please let me know as early as possible, so that we can work together to make alternate arrangements.

Email Policy

Please check the syllabus and the class materials posted on Quercus before sending an email. You will find answers to most of your questions there. I am available to talk and answer questions after class, or you may email me or Joshua to book an appointment.

When sending email, **you must use your official utoronto email account**, otherwise your email may be marked as spam and never received! Please use a meaningful subject line and start it with PSY435 (i.e., “class absence”). Use a proper greeting (e.g., “Hi Prof. Appolloni” or “Dear Joshua”). State your concern clearly and succinctly. If the issue is something that would be better discussed in person, please book a meeting with me instead. Joshua and I will typically respond to your email within 48-hours.

Health & Safety – covid-related information

The [University’s mask requirements were lifted as of July 1, 2022](#), however, individuals in specific circumstances are still required to wear masks in all settings, such as those who have been recently exposed to COVID-19 or those with symptoms. Learn more about the [University’s policy on masks on the UTogether page](#).

Absence Declaration Tool (Updated for Winter 2024)

As an A&S undergraduate student, if you miss an academic obligation and wish to seek academic consideration, you may declare an absence using the Absence Declaration Tool in ACORN. Students who declare an absence in ACORN should expect to receive reasonable academic consideration from their instructor without the need to present additional supporting documentation.

The ACORN Absence Declaration Tool is intended to be used in the following circumstances:

- A health condition or injury (e.g., illness, serious physical harm, mental health issue, scheduled surgery)
- A personal or family emergency (e.g., unanticipated and unavoidable familial incident beyond the student’s control)
- Bereavement (e.g., the death of a student’s immediate family member or close friend)

The ACORN Absence Declaration Tool is not intended to be used in the following circumstances:

- Personal social obligations
- Travel not related to your academic program
- Technological issues
- The avoidance of deadlines or tests

Visit the [ACORN how-to page](#) for a step-by-step guide on how to submit an absence declaration. If for any reason you are unable to submit your declaration, contact your College Registrar’s Office.

NOTE: Since you can now only use the ACORN Absence Declaration Tool only once per semester, should you need to declare your absence again – having already used up your one declaration for another course or earlier in the semester for your course another time – you can provide a [VOI form](#) (Verification of Illness), or a College Registrar's letter/email, or an Accessibility Services letter/email in lieu of the ACORN absence declaration tool.

Follow the links below to learn about your options for absences due to the following circumstances:

Reason for Absence	More Information
Religious observances	Muti-Faith Centre
Athletic obligations	Varsity Blues
Chronic and ongoing health conditions	College Registrar's Office
Attendance at a University sponsored event (e.g., field trip, awards ceremony)	College Registrar's Office
Mandatory legal obligations (e.g., jury duty)	College Registrar's Office

Accessibility Needs

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with **Accessibility Services (AS)** (www.accessibility.utoronto.ca) at the beginning of the academic year. Without registration, you will not be able to verify your situation with me or the TA, and we will not be advised about your accommodation needs. AS will assess your medical situation, develop an accommodation plan with you, and support you in requesting accommodation for your coursework. Remember that the process of accommodation is private: AS will not share details of your condition with any instructor, and your instructors will not reveal that you are registered with AS.

Academic Integrity

All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For you, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing quizzes. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at www.writing.utoronto.ca/. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see <http://www.artsci.utoronto.ca/osai> and <http://academicintegrity.utoronto.ca/>

Mental Health

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress.

There are many helpful resources available through your College Registrar or through Student Life

(<http://studentlife.utoronto.ca> and <http://www.studentlife.utoronto.ca/feelingdistressed>).

An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

About Quercus

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>.

Recording lectures

Classes will not be recorded. Nor are recordings of classes allowed (unless for reasons related to accessibility, in which case, course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright).

SUGGESTIONS FOR FURTHER READING & VIEWING (concerning the environment)

The following books and/or resources can be found normally through our library system.

Economics/commerce and environment

- Hawken, Paul. *The Ecology of Commerce: A Declaration of Sustainability*. New York: Collins Business, 1993.
- Jackson, Tim. *Prosperity without Growth: Economics for a Finite Planet*. London: Earthscan, 2009.
- Korten, David. *When Corporations Rule the World*. West Hartford, Connecticut: Kumarian Press, 1995.
- Schumacher, E.F. *Small is Beautiful: Economics as if People Mattered*. Vancouver: Hartley and Marks, 1999.

Ethics and environment

- Appolloni, Simon. *Convergent Knowing: Christianity and Science in Conversation with a Suffering Creation*. McGill-Queen's University Press, forthcoming, November 2018.
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Film and Environment

The following is a short list of good movies I have come across that impart one or more themes tied to the environment, all which provoke deeper reflection.

Avatar, US 2009, dir. James Cameron

Babette's Feast, Denmark 1987, dir. Gabriel Axel

[The] China Syndrome, US 1979, dir. James Bridges

Don't Look Up! US 2021, dir. Adam McKay

Erin Brockovich, US 2000, dir. Stephen Soderbergh

[The] Grapes of Wrath, 1940, dir. John Ford

[The] Lorax (original) 1972

[The] Milagro Bean Field War, US 1998, dir. Robert Redford

Mindwalk, US 1990, dir. Bernt Amadeus Capra

[The] Truman Show, US 1998, dir. Peter Weir

WALL-E, US 2008, dir. Andrew Stanton



Documentaries and Environment

Documentaries on the environment are too numerous to list here. And not all, despite their intentions, are completely factual, and some have dated data. It is wise to approach all documentaries with a **hermeneutic of suspicion**. Below are samples of documentaries I have found worthwhile (I used the IMDB tag lines); let me know of others you found worth a look! The list is not, by far, comprehensive. Some might be of interest to you because of the tone concerning the environment they convey.

Anthropocene: The Human Epoch, directed by Jennifer Baichwal and Edward Burtinsky (2018); filmmakers travel to six continents and 20 countries to document the impact humans have made on the planet.

Baraka, directed by Ron Fricke (1992); a collection of expertly photographed scenes of human life, religion and how we interact with life.

Before the Flood, directed by Fisher Stephens (2016); Leonardo DiCaprio looks at how climate change affects our environment and what society can do to prevent the demise of endangered species, ecosystems and native communities across the planet.

[The] Biggest Little Farm, directed by John Chester (2018); documentarian John Chester and his wife Molly work to develop a sustainable farm on 200 acres outside of Los Angeles.

[The] Corporation, directed by Mark Achbar and Jennifer Abbott (2003); documentary that looks at the concept of the corporation throughout recent history up to its present-day dominance.

Food Inc., directed by Robert Kenner (2008); an unflattering look inside America's corporate controlled food industry.

Inner Climate Change: The Change Starts within You (2020) directed by Lorenz Grammann. The documentary focuses on personal inner change as a necessary path to lasting sustainability.

Kiss the Ground, directed by Joshua Tickell and Rebecca Harrell Tickell (2020); a revolutionary group of activists, scientists, farmers, and politicians band together in a global movement of "Regenerative Agriculture" that could balance our climate, replenish our vast water supplies, and feed the world.

[The] New Corporation: The Unfortunately Necessary Sequel, directed by Jennifer Abbott and Joel Bakan (2020); exposes how companies are desperately rebranding as socially responsible - and how that threatens democratic freedoms.

There's Something in the Water, directed by Elliott Page (2019); an example of environmental racism in Canada where Black and First Nations in Nova Scotia suffer disproportionate effect of environmental pollution.

This Changes Everything, directed by Avi Lewis (2015); narrated by Naomi Klein, this video looks at seven communities around the world with the proposition that we can seize the crisis of climate change to transform our failed economic system into something radically better.

[The] Race to Save the World, directed by Joe Gantz (2021); a documentary film following the lives of passionate and determined climate scientists, activists, and concerned citizens who are working to shift the world towards a clean energy future and to fight climate change before it's too late.

Sharkwater Extinction, directed by Rob Steward (2018); Filmmaker Rob Steward exposes the illegal fishing industry that threatens the survival of the world's sharks.

Water Warriors, directed by Michael Premo (2017); when an energy company begins searching for natural gas in New Brunswick, Canada, indigenous and white families unite to drive out the company in a campaign to protect their water and way of life.