

Environmental Psychology PSY 435 Winter 2025

Department of Psychology

Thursdays 1 to 4 p.m.; BA 2195

Instructor

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Office hours: Thursdays 11:30 to 12:30, ES1044A (or by appointment – online too)

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Welcome to the course!

Overview

This lecture course explores how psychology can contribute to finding solutions to today's pressing environmental challenges. We explore the many ways in which the environment affects psychological processes and how individuals change their environment. The course differs somewhat to regular psychology courses as it takes an interdisciplinary approach to the human-environment relationship, covering individual, community, cultural and global levels of scale. Through written reflections, class discussions on readings, a group project, two short tests, 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

This is not your average psychology class.

*Environmental psychology is a relatively new field, one that has evolved over the last sixty years or so from a focus on the built environment (architecture, environmental stressors, energy) to eventually – where it is today – finding ways to change people’s behaviour to reverse environmental degradation while, at the same time, preserving human well-being and quality-of-life. **By its very nature, then, this course is interdisciplinary, involving methodologies and frameworks that could be new to the you as a student of psychology.** To be clear, I am not a psychologist, but an environmentalist well versed in the psychological aspects of our crisis. Most importantly, because environmental psychology is unescapably tied to a rapidly changing world (due to climate change) as well as our constantly changing understanding of the environmental crisis, studying environmental psychology must also contend with corresponding theories, methodologies and concepts that are fluid as well ... **If such a framework excites you** (as it does me), you are in the right class; **if such a context disconcerts you by taking you, at times, too far away from empirical certitude**, then I invite you to stick around with an open mind and journey with the rest of us into new realms and methods of discovery!*

Readings for PSY 435 Environmental Psychology

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



Class Outline

Introduction

Class One (Jan 9): The planet, human beings & psychology: an introduction; 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/>
- Stockholm Resilience Centre, “Planetary boundaries,” found <https://www.stockholmresilience.org/research/planetary-boundaries.html>; also look at the connecting webpage Planetary Health Check, 2024: <https://www.planetaryhealthcheck.org/>
- 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>

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

Class Two (Jan 16): The planet, human beings & psychology: an evolutionary perspective

- 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.” <https://www.ipcc.ch/2021/08/09/ar6-wg1-20210809-pr/>
- 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>

Class Three (Jan 23) The human-nature connection

- Bratman, G. N., Hamilton, J. P., & Daily, G. C. (2012). The impacts of nature experience on human cognitive function and mental health. *Annals of the New York Academy of Sciences*, 1249(1), 118–136. <https://doi.org/10.1111/j.1749-6632.2011.06400.x>
- 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>.
- Sullivan, W. C., & Kaplan, R. (2016). Nature! Small steps that can make a big difference. *HERD*, 9(2), 6–10. <https://doi.org/10.1177/1937586715623664>

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 (Jan 30): The psychology behind perceptions and inaction

- Gifford, Robert. (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>
- Zaki, Jamil “Our Common Fate,” chapter 11 of *Hope for Cynics: The Surprising Science of Human Goodness*. New York: Grand Central, 2014. P 185-199 & 259-262.

Recommended for further reading:

- Critcher, C. R., & Dunning, D. (2011). No good deed goes unquestioned: Cynical reconstruals maintain belief in the power of self-interest. *Journal of Experimental Social Psychology*, 47(6), 1207–1213. <https://doi.org/10.1016/j.jesp.2011.05.001>

Class five (Feb 6): Commitment, Gratitude and Values

- 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.
- Steg, Linda & de Groot, J. I. M eds. (2018). “Values and Pro-environmental Behaviour” Chapter 17 *Environmental psychology: an introduction* (Second edition.). Wiley. Pp.167-178.

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 13): Justified or just unjustifiable? / 1st short test

- 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.

Recommended for further reading:

- Pasanen, T. P., Neuvonen, M., & Korpela, K. M. (2018). The Psychology of Recent Nature Visits: (How) Are Motives and Attentional Focus Related to Post-Visit Restorative Experiences, Creativity, and Emotional Well-Being? *Environment and Behavior*, 50(8), 913–944. <https://doi.org/10.1177/0013916517720261>

****Reading week Feb 17-21; no classes**

Part 3: Examining strategies that encourage environmentally responsible behaviours

Class seven (Feb 27): Applying behavioural science, 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.

- 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>

Recommended for further reading:

- Steg, Linda & de Groot, J. I. M eds. (2018). “Environmental Risk Perception,” Chapter 2, *Environmental psychology: an introduction* (Second edition.) Wiley. Pp. 15-25.

Class eight (Mar 6): Applying behavioural science, part 2

- 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>.
- Steg, L., & Vlek, C. (2009). Encouraging pro-environmental behaviour: An integrative review and research agenda. *Journal of Environmental Psychology*, 29(3), 309–317.
<https://doi.org/10.1016/j.jenvp.2008.10.004>

Recommended for further reading:

- Young, M., Savan, B., Manaugh, K., & Scott, J. (2021). Mapping the demand and potential for cycling in Toronto. *International Journal of Sustainable Transportation*, 15(4), 285–293.
<https://doi.org/10.1080/15568318.2020.1746871>

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

Class nine (Mar 13): Possibilities of architecturally infused ideas (visit outside campus to St. Gabriel’s Church, 670 Sheppard Ave E., North York)

- Caldwell, C., Probst, N., & Yoreh, T. (2022). Shades of green: environmental action in places of worship. *Journal of Environmental Studies and Sciences*, 12(3), 430–452.
<https://doi.org/10.1007/s13412-022-00760-2>
- 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>

Recommended for further reading:

- 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>

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

Class ten (Mar 20): When it gets to be too much / **2nd short test**

- 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>

- Hickman, 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 27): Coping with the too much through process and with one-another, part 1/ presentations of group behavioural change project

- 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 3): 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>



Human-induced climate change is already affecting many weather and climate extremes in every region across the globe. Evidence of observed changes in extremes such as heatwaves, heavy precipitation, droughts, and tropical cyclones, and, in particular, their attribution to human influence, has strengthened since AR5.

IPCC AR6 Report, A3

Course Evaluation & Grading Scheme

Class Engagement	20%
Reflections on Readings (3 x 6%)	18%
Short Tests (2 x 10%)	20%
Designing a behavioural change group project	12%
Research paper proposal	5%
Research paper	25%

Class Engagement (20%_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. Note that engaging through the discussion board counts toward participation too. Breakdown: 12 marks are for simple attendance; the remaining 8% is for participation (the latter, self-assigned).

Reflections on Readings (18% [3 x 6] _ ongoing throughout term)

The **purpose** of these short writing exercises is to have you **ENGAGE** with the reading, not necessarily critique it (in fact, resist that urge, as we have become proficient as a society at critiquing but not as much at listening); nor are you to summarize it. Instead,

- 1) **be curious** about what the author(s) is/are saying and
- 2) **discuss ONE point/concept/issue it mentions** and **briefly describe** how you understand it, and
- 3) **reflect why that point/concept/issue might be significant** for the study of environmental psychology.

You will carry out three reflections on any one of the required readings covered in class **between the weeks of 1 and 11**. Write 300 to 400 words. The reflections are **due exactly one week after that reading was assigned** (and before the following class), uploaded to the appropriate section on Quercus/Discussion. You need only write your name, cite the reading in question, and follow steps 1, 2 and 3 above.

- . **Considering #3 above**, the reflection could be how the issue in question ties into another reading or something you learned in another psychology class, or it could be on a strong emotion that arose in you while reading.
- . **Note: one of your three reflections may also be on the reflection of another student** (from that same week) with steps 1-3 still applying (employing courtesy and professionalism as always).
- . **Also note: there are no make ups**; if you miss a week, do the next. If you wait until the end and run out of time, there are still no make ups. I strongly encourage you **not to put off this assignment until the end** of term as other assignments are due then.

Evaluation will be based on clarity, precision and focus in describing and reflecting on the one point/concept/issue in question, demonstrating some evidence of curious engagement with that point/concept/issue, and writing style & mechanics (which includes word count).

Short Tests (20% [2 x 10] _Feb 13 and Mar 20)

The purpose of the test is to evaluate your **comprehension of concepts and issues covered** in readings and class in a low-pressure format. **Two (2) short tests** will be held in the first part of class. The tests will run **45-minutes** with **short answers to concepts and issues covered in readings and class**. A prep sheet with possible topics covered on the test will be handed out one class prior.

Designing / Presenting a behavioural change (pro-environmental) group project (12%_due Mar 27 & Apr 3)

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 environmental behaviour change at our 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 classes 11 & 12. Groups will have some class time in the term to prepare. More details will follow in class.

Evaluation will be based on perceived effectiveness of design, evidence of critical thought and sound theories supporting proposal, effective communication of project & your hand-in report above. A rubric for evaluation will be handed out closer to the date.

Research Paper Proposal (5%_ due on or before Feb 24)

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, Sofia Panasiuk**, 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 1½ -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 (25%_due Apr 4)

This is a literature review geared to psychology. It is strongly recommended that you consult [“A Brief Guide to Writing the Psychology Paper” \(Harvard\)](#).

The **goal** of you writing this paper is to have you **synthesize research** on a subject 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.

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.

You will add your own insight or perspective to the literature discussed. **You will produce and defend a thesis statement that discusses the possible implications of your argument for environmental psychology and convey the importance of your contribution to the field.** 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)

Policies

University's Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool (Turnitin) 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://teaching.utoronto.ca/resources/plagiarism-detection/>. See also **Academic Integrity** below.

Departmental Guidance for Undergraduate Students in Psychology

The Department of Psychology recognizes that, as a student, you may experience disruptions to your learning that are out of your control, and that there may be circumstances when you need extra support. Accordingly, the department has provided a [helpful guide](#) to clarify your responsibilities and those of your instructor when navigating these situations. This guide consolidates Arts & Science Policies for undergraduate students in one place for your convenience. As an instructor in the department, I will consult with these recommendations when providing you with support, and I recommend that you also consult it to learn more about your rights and responsibilities before reaching out to me.

Missed Classes and Tests

If you **need to miss a class** for any reason, please email me preferably before class (see email policy) or within 24 hours after to let me know. The following are recognized forms of documentation for missing a class:

- Absence declaration via [ACORN](#) (see below for important information on eligibility)
- [U of T Verification of Illness or Injury Form \(VOI\)](#)
- College Registrar's letter
- Letter of Academic Accommodation from Accessibility Services

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 have to miss a class. Note that your class participation mark can be addressed by submitting discussion on Quercus/Discussion.

Due dates, make up for missed tests and times and late penalties

Assignment deadlines for the Research Paper and Research Proposal are final, unless a valid reason is provided to the TA beforehand. If you **miss a test**, please let me know within 1 week and an alternative test will be assigned. Please see Missed Tests section above for documentation.

Otherwise, a late penalty ensures as follows:

- A penalty of **1%** for assignments late by one day, **5%/day** for assignments late two or more days. The **late penalty/day is calculated** on the value out of 100. For example, a mark of 4/5 (tabulated in points) translates into a mark of 80%; if 1 day late, the student receives only 79%, which translates into 3.95/5; if 2 or more days late, the student receives a 5% penalty for each day: so, for the same mark of 4/5, if a student hands in a paper 3 days

late, the penalty is 3 x 5% [-15%], so the mark of 4/5 above becomes (80-15 = 65) or 3.25/5, and so on.

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.

Accommodation for Religious Observances

It is the policy of the University of Toronto to arrange reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Please see the following link for the latest information and official UofT policy on religious observance accommodations –

<https://www.vicereprodstudents.utoronto.ca/student-resources/rights-responsibilities/accommodationreligious/>.

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 test, proposal, or final paper, Sofia Panasiuk 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 Sofia 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).

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 Sofia”). 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.

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

Your mental health is important. Throughout university life, there are many experiences that can impact your mental health and well-being. As a University of Toronto student, you can access free mental health and wellbeing services at Health & Wellness (<https://studentlife.utoronto.ca/department/health-wellness/>) such as same day counselling, brief counselling, medical care, skill-building workshops, and drop-in peer support. You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support. Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or visit <https://uoft.me/mentalhealthcare> to learn about the services available to you. You can also visit your College Registrar to learn about the resources and supports available: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/college-registrars-offices>. If you're in distress, you can access immediate support: <https://uoft.me/feelingdistressed>

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 and Viewing in relation to 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.
- Berry, Thomas. "Ethics and Ecology." Paper delivered to the Harvard Seminar on Environmental Values, Harvard University, 9 April 1996. Accessed June 2013. <https://intuerifarm.wordpress.com/philosophy/ethics-and-ecology-by-thomas-berry/>
- Berry, Thomas. *The Great Work: Our Way into the Future*. New York: Bell Tower Publishing Group, 1999.
- Boff, Leonardo. *Cry of the Earth, Cry of the Poor*. Translated by Phillip Berryman. Maryknoll, NY: Orbis Books, 1997.
- Cheney, Jim, and Anthony Weston. "Environmental Ethics as Environmental Etiquette: Toward an Ethics-Based Epistemology." *Environmental Ethics* 21 (Summer 1999):115–34.
- Cuomo, Chris J. "Getting Closer: Thoughts on the Ethics of Knowledge Production." Accessed August 2013. <http://fore.research.yale.edu/disciplines/ethics/essays/>.
- Garvey, James. *The Ethics of Climate Change: Right and Wrong in a Warming World*. London: Continuum, 2008.
- Guha, Ramachandra. "The Environmentalism of the Poor." In *Varieties of Environmentalism: Essays North and South*, edited by Ramachandra Guha and J. Martinez-Alier, 3–21. London: Earthscan Publications, 1997.
- Jenkins, Willis. *The Future of Ethics: Sustainability, Social Justice, and Religious Creativity*. Washington DC: Georgetown University Press, 2013.
- Leopold, Aldo. *A Sand County Almanac: With Essays on Conservation from Round River*. New York: Ballantine Books, 1966.
- Scharper, Stephen Bede. *For Earth's Sake: Toward a Compassionate Ecology*. Edited by Simon Appolloni. Toronto: Novalis Publishing Inc., 2013.
- Schweitzer, Albert. *Albert Schweitzer: Essential Writings*. Selected with an Introduction by James Brabazon. Maryknoll, New York: Orbis Books, 2005.
- Waldau, Paul and Kimberly Patton (editors). *A Communion of Subjects: Animals in Religions, Science and Ethics*. New York: Columbia University Press, 2006.

Natural sciences and environment

- Ehrlich, Anne, and Paul Ehrlich. *Earth*. New York: Franklin Watts, 1987.

Frodeman, Robert. *Geo-Logic: Breaking Ground between Philosophy and the Earth Sciences*. New York: State University of New York Press, 2003.

IPCC Fifth Assessment Report. "Climate Change 2013: The Physical Science Basis."
<https://www.ipcc.ch/report/ar5/wg1/>

Lovelock, James. *The Revenge of Gaia: Why the Earth is Fighting Back and How We Can Still Save Humanity*. London: Allen Lane, 2006.

Lovelock, James. *Gaia: A New Look at Life on Earth*. New York: Oxford University Press, 1982.

Mitchell, Alanna. *Sea Sick: The Global Ocean in Crisis*. Toronto: McClelland and Stewart, 2009.

Richardson, J. H. (2015, August). Ballad of the sad climatologists: when the end of human civilization is your day job, it can be hard to sleep at night. *Esquire*, 164(1), 82+.
https://link.gale.com/apps/doc/A426765666/CPI?u=utoronto_main&sid=bookmark-CPI&xid=b20d1df0

Sale, Peter F. *Our Dying Planet: An Ecologists View of the Crisis We Face*. Berkeley: University of California Press, 2011.

Suzuki, David with Amanda McConnell. *The Sacred Balance: Rediscovering Our Place in Nature*. Vancouver: Greystone Books, 2002.

Swimme, Brian Thomas, and Mary Evelyn Tucker. *Journey of the Universe*. New Haven: Yale University Press, 2011.

Psychology and environment

Bernheimer, Lily. *The Shaping of Us: How Everyday Spaces Structure Our Lives, Behaviour, and Well-Being*. San Antonio, Texas: Trinity University Press, 2017.

Davenport, Leslie. *Emotional Resiliency in the Era of Climate Change: A Clinician's Guide*. Philadelphia: Jessica Kingsley Publishers, 2017.

Frankl, Victor E. *Man's Search for Meaning*. Boston: Beacon Press, 2006 (original publication 1959).

Kelsey, Elin. *Hope Matters: Why Changing the Way We Think Is Critical to Solving the Environmental Crisis*. Vancouver: Greystone Books, 2020.

Louv, Richard. *Last child in the woods: saving our children from nature-deficit disorder* (Updated and Expanded.). Algonquin Books of Chapel Hill, 2008.

Macy, Joanna and Chris Johnstone. *Active Hope: How to Face the Mess We're in without Going Crazy*. Novato, California: New World Library, 2012.

National Forum and Research Report (2012). "The Psychological Effects of Global Warming on the United States: And why the U.S. mental health care system is not adequately prepared."
 Available at: <https://www.nwf.org/Educational-Resources/Reports/Archive>

Ray, Sarah Jaquette. *A Field Guide to Climate Anxiety: How to Keep Your Cool on a Warming Planet*. Oakland: University of California Press, 2020.

Roszak, Theodore; Gomes, Kanner, A. D., *Ecopsychology: restoring the earth, healing the mind*. Sierra Club Books, 1995.

Wray, Britt. *Generation Dread: Finding Purpose in an Age of Climate Crisis*. Toronto: Alfred A. Knopf Canada, 2022.

Zaki, Jamil. *Hope for Cynics: The Surprising Science of Human Goodness*. New York: Grand Central, 2024.

Religion and environment

- Appolloni, Simon. "The Roman Catholic Tradition in Conversation with Thomas Berry's Fourfold Wisdom." *Religions* 6 no. 3 (2015): 794–818, doi:10.3390/rel6030794.
- Appolloni, Simon. "Wondering about Wonder as a Possible Antidote to Our Violence against Earth." In *Advancing Nonviolence and Social Transformation: New Perspectives on Nonviolent Theories*. Edited by Heather Eaton and Lauren Michelle Levesque, 265-280. Sheffield, UK.
- Appolloni, Simon and Heather Eaton. "Religions and Ecology in Canada," *Alternatives Journal*, 1 March, 2016.
- Berry, Thomas. *The Sacred Universe: Earth Spirituality, and Religion in the Twenty-First Century*. Edited by Mary Evelyn Tucker. New York: Columbia University Press, 2009.
- Berry, Thomas. *The Christian Future and the Fate of Earth*. Edited by Mary Evelyn Tucker and John Grim. Maryknoll, NY: Orbis Books, 2009.
- Delora, Vine. *God is Red: A Native View of Religion*. Fulcrum Publishing, 1994.
- Moe-Lobeda, Cynthia. *Resisting Structural Evil: Love as Ecological-Economic Vocation*. Fortress Press, Minneapolis, 2013.
- Taylor, Sarah McFarland. *Green Sisters: A Spiritual Ecology*. Cambridge Mass.: Harvard University Press, 2007.
- White Jr, Lynn. "The Historical Roots of Our Ecologic Crisis." In *Worldviews, Religion, and the Environment: A Global Anthology*, edited by Richard C. Foltz, 30–7. Belmont, Calif.: Thomson Wadsworth, 2003.

Sustainability and environment

- Angus, Ian. *Facing the Anthropocene: Fossil Capitalism and the crisis of the Earth System*. New York: Monthly Review Press, 2016.
- Boyd, David R. *The Optimistic Environmentalist: Progressing Toward a Greener Future*. Toronto: ECW Press. 2015.
- Carson, Rachel. *Silent Spring*. New York: Mariner Book – Houghton Mifflin Company, 2002/1962.
- Cole, R., Robinson, J., and Westerhoff, L. "Regenerative Sustainability: Rethinking Neighborhood Sustainability", in Moore, S. ed, *Pragmatic Sustainability: Theoretical and Practical Tools*. 2nd edition. London: Routledge. 2016.
- Gold, Lorna. *Climate Generation: Awakening to Our Children's Future*. New York: New City Press, 2019.
- Hathaway, Mark, and Leonardo Boff. *The Tao of Liberation: Exploring the Ecology of Transformation*. Maryknoll, NY: Orbis Books, 2009.
- Hawken, Paul. *Blessed Unrest: How the Largest Social Movement in History is Restoring Grace, Justice, and Beauty to the World We Make Things*. London: Penguin Books, 2007.
- Hawken, Paul, editor. *Drawdown: The Most Comprehensive Plan ever Proposed to Reverse Global Warming*. New York: Penguin Books, 2017.
- Klein, Naomi. *The Changes Everything: Capitalism versus Climate Change*. Toronto: Alfred A. Knopf Canada. 2014.
- Klein, Seth. *A Good War: Mobilizing Canada for the Climate Emergency*. Toronto: ECW Press, 2020.

McDonough, William and Michael Brongart. *Cradle to Cradle: Remaking the Way We Make Things*. New York: North Point Press, 2002.

McKibben, Bill. *Enough: Staying Human in an Engineered Age*. New York, Houghton-Mifflin, 2003.

Shiva, Vandana. *Earth Democracy: Justice, Sustainability and Peace*. Cambridge, Mass.: South End Press, 2005.

Wallace-Wells, David. *The Uninhabitable Earth: Life after Warming*. New York: Tim Duggan Books, 2020.

Wright, Ronald. *A Short History of Progress*. Toronto: House of Anansi Press, 2004.

Worldviews and environment

Devall, Bill, and George Sessions. *Deep Ecology: Living as if nature Mattered*. Layton, Utah: Gibbs Smith, 1985.

Merchant, Carolyn. *The Death of Nature: Women, Ecology and the Scientific Revolution*. New York: HarperCollins, 1976.

Midgley, Mary. *Gaia: The Next Big Idea*. London: Demos, 2001.

Orr, David W. *Earth in Mind: On Education, Environment, and the Human Prospect*. Washington, DC: Island Press, 2004.

Ruether, Rosemary Radford. "Ecofeminism and the Challenges of Globalization." In *Ecofeminism and Globalization: Exploring Culture, Context, and Religion*, edited by Heather Eaton and Lois Ann Lorentzen, vii–xi. Landham, Md.; Toronto: Rowman & Littlefield, 2003.

Ruether, Rosemary Radford. *New Woman/New Earth: Sexist Ideologies and Human Liberation*. New York: Seabury Press, 1975.

Wall Kimmerer, Robin. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Minneapolis, Minnesota: Milkweed Editions, 2013.

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 1988, 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.