

Environmental Psychology PSY 435 Winter 2023

Department of Psychology
Thursdays 3 to 6 p.m.; SS 1088

Instructor

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Office hours: Thursdays 1:30 to
2:30 (or by appointment – online
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Teaching Assistant

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Office Hours: TBD

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

- Clayton, S., Devine-Wright, P., Swim, J., Bonnes, M., Steg, L., Whitmarsh, L., & Carrico, A. (2016). Expanding the Role for Psychology in Addressing Environmental Challenges. *The American Psychologist*, 71(3), 199–215. <https://doi.org/10.1037/a0039482>
- Steffen, W., Richardson, K., Rockström, J., Cornell, S., Fetzer, I., Bennett, E., Biggs, R., & de Vries, W. (2015). Planetary boundaries: Guiding human development on a changing planet. *Science (American Association for the Advancement of Science)*, 347(6223), 736–736. <https://doi.org/10.1126/science.1259855>

Recommended for reading:

- (anonymous) “The Contents of your daily life.”
- 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>

Class Two (19 Jan): The planet, human beings & psychology (part 2)

- 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.
- Gifford, R., Steg, L., & Reser, J. P. (2011). Environmental Psychology. In *IAAP Handbook of Applied Psychology* (pp. 440–470). Wiley-Blackwell. <https://doi.org/10.1002/9781444395150.ch18>

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 (26 Jan): The human-nature connection (part 1)

- Louv, Richard. (2008). "Chapter 4, "Climbing the tree of health," *Last child in the woods: saving our children from nature-deficit disorder* (Updated and Expanded.). Algonquin Books of Chapel Hill. Pp. 39-54.
- Op-Ed: Are we raising a generation of nature-phobic kids? Available at: <https://www.latimes.com/opinion/op-ed/la-oe-campbell-kids-fear-of-nature-20160729-snap-story.html>
- 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>

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

Class four (2 Feb): 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>

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 five (9 Feb): Justified or just unjustifiable?

- 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.

Class six (16 Feb): From commitment to solidarity / **short QUIZ**

- 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, “The Council of Pecans,” *Braiding sweetgrass* (First paperback edition.). Milkweed Editions. PP. 11-21.

Recommended reading:

- 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
- 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>

**** Reading week 20-24 February; no class****

Part 3: Examining strategies that encourage environmentally responsible behaviours

Class seven (2 Mar): Social norms & capitol (guest lecturer Beth Savans)

- 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>
- 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>

Recommended for further reading:

- Mildenerger, 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>
- Wray, Britt. (2022). Chapter 11 “Stronger Communities for a Better Future” in *Generation Dread: finding purpose in an age of climate crisis*. Alfred A. Knopf Canada

Class eight (9 Mar): Applying behavioural science / wisdom

- 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 nine (16 Mar): 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>

Recommended for further reading:

- 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>

** Last day to Drop S courses March 19, 2023**

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

Class ten (23 Mar): When it gets to be too much / **short QUIZ**

- Taylor, Matthew and Murray, Jessica, 'Overwhelming and terrifying': the rise of climate anxiety.' *The Guardian* 10 February, 2020: <https://www.theguardian.com/environment/2020/feb/10/overwhelming-and-terrifying-impact-of-climate-crisis-on-mental-health>
- Pihkala, P. (2018). ECO-ANXIETY, TRAGEDY, AND HOPE: PSYCHOLOGICAL AND SPIRITUAL DIMENSIONS OF CLIMATE CHANGE. *Zygon*, 53(2), 545–569. <https://doi.org/10.1111/zygo.12407>

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 (30 Mar): Coping with the too much

- 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.

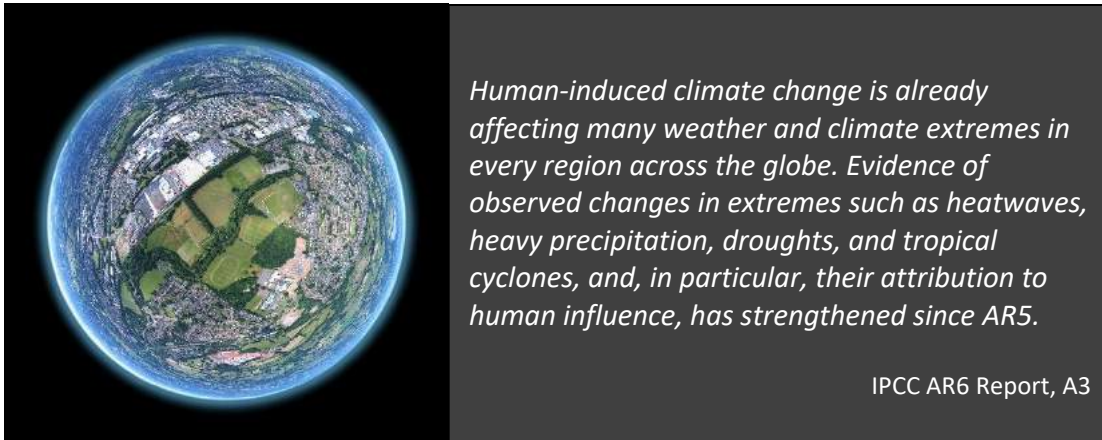
Class twelve (6 Apr): Wrapping things up / presentations of group behavioural change project

- 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>

- 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	20%
Designing a behavioural change group project	10%
Journal reflections	20%
Quizzes (2 x 5%)	10%
Research paper proposal	10%
Research paper	30%

Class Engagement

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.

Journal & Reflection (to be handed in last class, April 6)

You will write in a journal throughout the course, minimally once a week, though more than that is permissible. **Please purchase your own journal for documenting your observations**. You will reflect on one or more aspects of weekly readings, class discussions (making sure **to convey**

aspects of the article you wish to discuss clearly and precisely), incorporating your **thoughts and emotions on the aspect(s)** in question. You are invited to participate as actively as possible with the readings: for example, when discussing the psychological benefits of being out in nature, among the tress (etc.) you are encouraged to conduct your reflection outdoors in nature or when discussing architecture, writing in response to our class visit to St. Gabriel's. Pictures and original art are welcome too, as a means of engaging the whole person. The aim of this exercise is to have you engage deeper with critical attention (not the same as critiquing) the material, theories and readings covered throughout the course. There is no minimum page count as all write differently and book sizes can differ. Consider less than 200 words/week too little, more than 450 words/week too much. **Evaluation will be based on clarity and precision in describing aspect(s) in question, evidence of critical thinking on that aspect, writing style & mechanics.**

Quizzes

Two (2) quizzes will be held in class on **Thursday 16 February** and **Thursday, 23 March**. 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 week.

Designing / Presenting a behavioural change (pro-environmental) group project

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 (from not wasting food, to recycling) and design (but not implement/test) a project on campus to induce change. These projects will be presented to peers in class 12. More details will follow in class.

Research Paper Proposal

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 **Katrina Chini, our TA, by or before Week Seven**. The proposal will **describe in 100 to 150 words** (excluding sources cited) **the research question to be addressed**, a brief description of the plan of approach to the topic along with a list of a minimum of five to seven (5-7) academic sources [cited correctly in APA format] to be used. See Research Paper below for more details. **Evaluation** will be based on clarity, evidence of critical thought put into proposal, writing style & mechanics.

Research Paper

Soft due date: before class 12

Hard due date: one week after last class (April 13, 11:59 pm)

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

The goal of you writing this paper is to have you **synthesize research** on environmental psychology while **shedding a new light** on a specific topic given the likely devastation climate

change will bring about to ecosystems, human communities, economies and life in general. Please 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 (see below) 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.

Four sections covered in class:

- 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

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, you will be required to submit your course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, you will allow your 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 website (<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*. Class attendance accounts for up to only half the whole engagement marks, so, missing classes still allows for full participation marks.

Due dates and times and lateness

Missed quizzes will require you to hand in an added Reflection Paper on Readings (critical thinking still required, though marked at quiz percentage, assigned by me). **Assignment deadlines for the Research Paper** are final, unless a valid reason is provided to the TA beforehand. Otherwise, a late penalty ensures 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, Katrina Jiang 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 Katrina 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. Katrina 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 Katrina 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 Katrina”). 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. Katrina 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 (Updated for Winter 2023)

For Winter 2023, the University will be continuing use of the Absence Declaration form. Students are to complete the Absence Declaration form, available to them directly on ACORN, anytime they are absent from academic work. No additional information or documentation is required. More information is available [here](#).

Effective in January 2023: The number of consecutive days in the future that students can declare using the tool in ACORN will change from 14 to 7 calendar days. This means students will be able to declare their absence up to seven days from the current day, plus two days retroactive.

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.

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.

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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 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.