

UNIVERSITY OF VERMONT
ENVS 195 Z02 CRN 11805

INTRODUCTION TO ECOPSYCHOLOGY

3 Credits

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February 28 - March 8, 2015

SUMTWRFSU 9:00 am – 2:00 pm

Location: Living/Learning Center-A, Room A161

A. DESCRIPTION AND AIMS OF THE COURSE

This course introduces students to the full sweep of what is currently meant by the term ecopsychology. Ecopsychologists assert that the relationship between humans and nature is definitive of human psychology, viewing all psychological and spiritual matters within the context of our membership in the natural world. By expanding the focus of psychology to include the relationship between humans and nature, they aim not only to develop a truer picture of human psychology but also to draw attention to the psychological dimensions of the ecological crisis. As a field, ecopsychology is increasingly making its way into the academy, consulting room, and popular imagination.

Covering the psychological, philosophical, practical, and critical dimensions of ecopsychology, the course aims to foster an appreciation for the significance and exciting nature of this new field. Ecopsychology has gained popularity in the form of “ecotherapy.” This includes wilderness therapy, nature-inclusive psychotherapy, group practices to help face “eco-anxiety” and “eco-despair,” and other nature-connecting activities. Beyond such practice, however, a number of thinkers have developed eco-centric psychological theories that fundamentally reconceptualise humans, nature, and psyche. Ecopsychology has, moreover, been envisioned as an ecologically transformed and explicitly political psychology that is dedicated to creating the subjective conditions for an ecological society. The course will progress through these various topics, allowing students to determine for themselves the relevance of ecopsychology to their own interests. Specific topics to be covered are listed in Section E below.

A final goal of the course is to introduce students to the experiential dimension of ecopsychology. Ecopsychology is a whole-person response to the ecological crisis rather than a strictly intellectual or managerial one. Students are therefore expected to engage in personal explorations (including brief solo time outdoors) and to share some of their experience with the rest of the class. They are also expected to have appropriate winter gear for outside activities, including a field trip to a nearby wilderness location.

Specific learning outcomes intended for the course include the following:

- A good introductory knowledge of the range of thought and activity associated with ecopsychology, including a familiarity with the main figures to have developed the field to date.
- An ability to situate ecopsychology relative to conventional psychological approaches, including specific philosophical, methodological, and political differences.
- A familiarity with the experiential practices of ecopsychology, gained in part via first-hand experience.
- Improved interpersonal and oral skills, and an improved ability to draw on subjective or personal material in a scholarly way.

B. ORGANIZATION OF COURSE

This course takes place over the Spring Recess, including the two weekends at the start and end of the recess period. It is a 3 credit course in nine days. Students are expected to dedicate as much time as possible to the course in order to benefit from its highly intensive format. They are also expected to get started on the readings before the course begins, so that they can “hit the ground running” when it does. A recommended reading schedule for students to follow in January and February is included below under the Reflection Journal heading. In previous years, students have found it very hard to keep up if they wait until the March recess to complete the readings.

A typical classroom session includes: a) a presentation on the day’s topic by the course director; b) class discussion on the topic; c) discussion of the assigned readings; d) an experiential exercise (generally related to the day’s topic) and/or a video; and e) an orientation to the readings for the next day.

The field trip is designed to bring the course material out of the classroom and into a wilderness setting. Students are expected to participate in group “council” processes, as well as structured exercises involving the natural, more-than-human world. Such experiential work is a distinguishing feature of ecopsychology. **Note: the field trip is an all-day event.**

The course concludes with students presenting their ideas-in-progress for their final projects (due three weeks following the completion of the course).

Note: Communication with the course director throughout the course is via email. Students are expecting to check for messages *every morning* prior to class.

C. EVALUATION AND COURSE POLICIES

In addition to the following material on evaluation and course policies, students should be aware of the requirement to follow the University of Vermont's Code of Academic Integrity, covered under Section G below.

Attendance and Class Participation (25%).

The class has a seminar format. Students are expected to attend each day of the course, to have completed the required readings for the day, and to actively participate in the discussions and experiential exercises. The course material comes alive only if it is engaged personally by the students.

Students are evaluated based on their attendance and punctuality, and on the level and quality of their participation. Quality of participation is assessed according to the degree of the student's knowledge of the readings, demonstrated thoughtfulness, ability to relate the course material to their lives, engagement with the experiential exercises, and contribution to a healthy exchange of ideas that support the class dialogue. Each student is also expected to complete a self-evaluation of their participation at the end of the course. Students receive a participation grade of zero for any missed days that are not excused by the course instructor.

Reflection Journal (4% each x 5 logs = 20%).

Students are expected to keep a journal in which they reflect on the course readings. Reflections are guided by questions specific to the group of readings assigned for each class for Days 1-5. The questions are provided in Section F below. They are only aids for reflection; students do not need to answer all of them and are free to go beyond them. Journal entries for each group of readings should be 1-2 pages (500-1,000 words) long, single spaced, using full sentences.

Journal entries are graded based on: evidence that the readings have been completed and understood (or wrestled with); thoughtfulness of the reflection (demonstration of critical

thinking, open-mindedness, insight); adequate length; and how well the student has related the reading to their own life experience, development, or academic interests.

Printed copies of the journal entries are due at the start of the class on the day for which the readings are assigned, *including Day 1*. Late journal entries are not accepted, and the student receives a zero grade for that reading.

It is highly recommended that students complete the readings prior to the meeting dates in March. A good schedule to follow is to complete:

Day 1 readings by Jan 23,
Day 2 readings by Jan 30,
Day 3 readings by February 6,
Day 4 readings by February 13,
Day 5 readings by February 20.

Students may wish to complete their reflection journal entries using the same schedule, though if they wait until the classes begin they will benefit from the additional context provided the course as it unfolds. In the latter case, it is strongly recommended that students take good notes on the readings as an aid to writing up their journals when the time comes.

Ecological Autobiography (20%).

An ecological autobiography is a brief paper in which the student describes significant places, people, animals, and activities from their personal history that have influenced their relationship with the natural world, both positively and negatively. It focuses especially on memories of early childhood, including the sensations, feelings, and thoughts associated with them. Because recalling early memories can for some people bring up difficult feelings, *students are free to opt out of this assignment* (in which case, the student must inform the course instructor early in the course that they are choosing this option, and their grade for the course is based on adjusted percentages for the other three areas). More details on this assignment are provided on Day 1 of the course.

The grade for the ecological autobiography is based on how well the student enters the spirit of this exercise, the extent and depth of their exploration, and the quality of their writing.

The ecological autobiography is due at the beginning of Day 6 of the course, in which class students will present what they have written.

Final Project (35%).

The major assignment for the course is a final written project that reflects the student's encounter with ecopsychology. It is either an essay (2,000-2,500 words) or another form negotiated with the course instructor. The focus of the project can be one particular topic or the field of ecopsychology considered more generally. What matters is that the student feels engaged in their chosen subject matter and that they bring their own unique perspective to bear on it in a coherent manner.

Because the final project is open-ended, students are encouraged to discuss their ideas for the project with the course instructor as they are developing. Students also present their ideas-in-progress to the rest of the class on the last two days of the course (this presentation counts for 5 of the 35 marks for the project). This allows the whole class to hear how the course material has been taken up by each student. It is also a way for each student to receive feedback, clarify their thinking, and feel confident that they have a workable project.

The grade for the final project is based on the degree to which it meets the following criteria:

- For the presentation of ideas-in-progress: clear, well-organized presentation of the questions or thesis the student is considering, and of the format for the project; identification of the materials they are drawing on; and ability to consider and incorporate feedback from the rest of the class. (5 marks)
- Demonstration of thoughtful, creative, and original engagement with a topic of personal interest, drawing on appropriate materials and on the student's own life experience where appropriate. The project is clearly framed within the context of ecopsychology. Suitable length. (20 marks)
- Writing is well organized (with a clear development of ideas or themes), interesting, eloquent, and well argued (where argument is called for). (4 marks)
- Accurate use of reference materials, properly attributed, with a consistent and proper citation style. (3 marks)
- Correct grammar, usage, punctuation, spelling; consistent style. (3 marks)

The final project is due three weeks following completion of the course, *Monday March the 31st*. It is to be submitted by email to the course instructor. Students will be penalized for late submissions at the rate of 1 mark per day. Projects submitted greater than one week late will not be accepted unless prior arrangements have been made with the course instructor.

Final Grade

The student's final numerical grade is converted to a letter grade as follows.

98 and greater	= A+	93 to 97.9	= A	90 to 92.9	= A-
87 to 89.9	= B+	83 to 86.9	= B	80 to 82.9	= B-
77 to 79.9	= C+	73.0 to 76.9	= C	70 to 72.9	= C-
67 to 69.9	= D+	63 to 66.9	= D	60 to 62.9	= D-
Less than 60	= F				

D. REQUIRED READING

Required readings are found in the following two texts, in the course reading kit (available at the UVM bookstore), on e-reserve with the Bailey/Howe library, and on-line as indicated below.

Buzzell, Linda, and Craig Chalquist, eds. *Ecotherapy: Healing with Nature in Mind*. San Francisco: Sierra Club Books, 2009.

Koger, Susan M., and Deborah DuNann Winter. *The Psychology of Environmental Problems*, 3rd ed. New York: Psychology Press, 2010.

E. SCHEDULE OF TOPICS, READINGS, AND ASSIGNMENTS

The course meets daily throughout the course period. The first five classroom sessions are each designed to cover a major topic area. Additional readings for these sessions are included below as possible reference material for students' final projects. Day 6 is dedicated to the ecological autobiography assignment and to wrapping up the lecture portion of the course. Day 7 is the field trip dedicated to experiential ecopsychology. On Days 8 and 9, students present their ideas-in-progress for their final projects, and the course is concluded.

Note: This schedule may need to be modified depending on the number of students who enrol in the course. The general progression of topics and activities, however, will be maintained.

Day 1 (February 28): Introducing and Situating Ecopsychology

Class Topics:

- ▶ Introductions and course overview
- ▶ Ecopsychology as a corrective to the human-centeredness of modern psychology
- ▶ The first and second waves/generations of ecopsychology
- ▶ History and varieties of ecopsychology
- ▶ Boundary trouble: ecopsychology versus environmental and conservation psychology
- ▶ Philosophical, methodological, and political issues

Required Reading:

1. Greenway, Robert. "Robert Greenway: The *Ecopsychology* Interview." *Ecopsychology* 1.1 (2009): 47-52. (Available on-line via UVM library)
2. Fisher, Andy. "The Project of Ecopsychology." Chapter 1 in *Radical Ecopsychology: Psychology in the Service of Life*, 2nd ed. (pp. 3-27). Albany: State University of New York, 2012. (E-reserve)
3. Armstrong, Jeanette. "Keepers of the Earth." In Roszak, Theodore, Mary Gomes, and Allen Kanner, eds. *Ecopsychology: Restoring the Earth, Healing the Mind* (pp. 316-324). San Francisco: Sierra Club Books, 1995. (Reading Kit)
4. Doherty, Thomas Joseph. "Editorial: A Peer Reviewed Journal for Ecopsychology." *Ecopsychology* 1.1 (2009): 1-7. (Available on-line via UVM library)
5. Koger and Winter, "Holistic Approaches: Gestalt and Ecopsychology," Chapter 10, pp. 289-320.

Video: *Ecopsychology*

Assignment: Ecological autobiography

Additional Reading:

- Abram, David. *The Spell of the Sensuous: Language and Perception in a More-than-Human World*. New York, Pantheon, 1996.
- Bechtel, Robert, B., and Arza Churchman, eds. *Handbook of Environmental Psychology*. New York: John Wiley & Sons, 2002.
- Bragg, Elizabeth. "Towards Ecological Self: Deep Ecology Meets Constructionist Self-Theory." *Journal of Environmental Psychology* 16.2 (1996), 93-108.
- Chawla, Louise. "Placing the Past." Chapter 1 in *In the First Country of Places* (pp. 1-20). Albany: State University of New York Press, 1994.
- Clayton, Susan and Gene Myers. *Conservation Psychology: Understanding and Promoting Human Care for Nature*. Wiley-Blackwell, 2009.
- Clayton, Susan, ed. *The Oxford Handbook of Environmental and Conservation Psychology*. Oxford: Oxford University Press, 2012.
- Doherty, Thomas Joseph. "Editorial: *Ecopsychology* and Environmentally Focused Psychologies." *Ecopsychology* 2.4 (2010): 203-204.
- Esbj n-Hargens, Sean and Michael E. Zimmerman. *Integral Ecology: Uniting Multiple Perspectives on the*

- Natural World*. Boston & London: Integral Books, 2009.
- Fisher, Andy. "What Is Ecopsychology? A Radical View." In Peter H. Kahn, Jr., and Patricia H. Hasbach, eds. *Ecopsychology: Science, Totems, and the Technological Species* (pp. 79-114). Cambridge, MA: MIT Press, 2012.
- Fisher, Andy. "The Problem with Normal" and "A Decade Later: Still Radical After All These Years," Chapters 2 and 7 in *Radical Ecopsychology: Psychology in the Service of Life*, 2nd ed. (pp. 29-50, 197-248). Albany: State University of New York Press, 2013.
- Gifford, Robert. *Environmental Psychology*, 4th ed. Colville, WA: Optimal Books, 2007.
- Gifford, Robert. "The Dragons of Inaction: Psychological barriers the Limit Climate Change Mitigation and Adaptation." *American Psychologist* 66.4 (2011): 290-302.
- Harvey, Graham. *Animism: Respecting the Living World*. New York: Columbia University Press, 2006.
- Kahn, Peter, H., Jr., and Patricia H. Hasbach, eds. *Ecopsychology: Science, Totems, and the Technological Species*. Cambridge, MA: MIT Press, 2012.
- Kidner, David W. "Why Psychology Is Mute About the Ecological Crisis." *Environmental Ethics*, 16, 359-378.
- Kidner, David W. "Psychology's Betrayal of the Natural World." Chapter 2 in *Nature and Psyche: Radical Environmentalism and the Politics of Subjectivity* (pp. 41-105). Albany: State University of New York Press, 2001.
- Marcus, Clare Cooper, and Naomi A. Sachs. *Therapeutic Landscapes: An Evidence-Based Approach to Designing Healing Gardens and Restorative Outdoor Spaces*. Hoboken, N.J.: Wiley & Sons, 2014.
- Mazis, Glen A. *Earthbodies: Rediscovering Our Planetary Senses*. Albany: SUNY Press, 2002.
- McKenzie-Mohr, Doug, and William Smith. *Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing*. Gabriola Island, B.C.: New Society, 1999.
- Merchant, Carolyn. *The Death of Nature: Women, Ecology and the Scientific Revolution*. San Francisco: Harper & Row, 1980.
- Messer, Stanley B., et al., eds. *Hermeneutics and Psychological Theory: Interpretive Perspectives on Personality, Psychotherapy, and Psychopathology*. New Brunswick : Rutgers University Press, 1988.
- Mnguni, Peliwe Pelisa. "Anxiety and Defense in Sustainability." *Psychoanalysis, Culture & Society* 15.2 (2010), 117-135.
- Norgaard, Kari Marie. *Living in Denial: Climate Change, Emotions, and Everyday Life*. Cambridge, MA: MIT Press, 2011.
- Oelschlaeger, Max. *The Idea of Wilderness*. New Haven & London: Yale University Press, 1991.
- Saunders, Carol D. "The Emerging Field of Conservation Psychology." *Human Ecology Review* 10.2 (Winter 2003), 137-149.
- "Promoting Environmentalism" special issue. *Journal of Social Issues* 56.3 (Fall 2000).
- "Psyche & Nature" special issue. *Spring: A Journal of Archetype and Culture* 75 & 76 (Fall 2006).
- Oskamp, Stuart. "A Sustainable Future for Humanity?: How Can Psychology Help?" *American Psychologist* 55.5 (May 2000), 496-508.
- Randall, Rosemary. "Loss and Climate Change: The Cost of Parallel Narratives." *Ecopsychology* 1.3 (September 2009), 118-129.
- Reser, Joseph P. "Whither Environmental Psychology? The Transpersonal Ecopsychology Crossroads." *Journal of Environmental Psychology* 15 (1995), 235-257.
- Rorty, Richard. *Objectivity, Relativism, and Truth*. Cambridge: Cambridge University Press, 1991.
- Scott, Brian A. and Susan M. Koger, "Teaching Psychology for Sustainability: A Manual of Resources." <http://www.teachgreenpsych.com/>
- Seamon, David. "The Phenomenological Contribution to Environmental Psychology." *Journal of Environmental Psychology* 2 (1982), pp. 119-140.
- Scull, John. "Ecopsychology: Where Does It Fit in 2009?" *The Trumpeter* 24.3 (2008), 68-85.
- Smith, Daniel B. "Is There an Ecological Unconscious?" *New York Times Magazine*, January 31, 2010. Retrieved from <http://www.nytimes.com/2010/01/31/magazine/31ecopsych-t.html?emc=eta1&pagewanted=print>, Feb 3, 2010.
- Watkins, Mary. "From Individualism to the Interdependent Self." *Psychological Perspectives* 27 (1992): 52-69.

Weintrobe, Sally, ed. *Engaging with Climate Change: Psychoanalytic and Interdisciplinary Perspectives*. New York: Routledge, 2013.

Day 2 (March 1): Nature and Psyche

Class Topics:

- ▶ The psychological task of ecopsychology: psychology in the spirit of ecology
- ▶ Ecopsychology as a psychology of cyclicality and human-nature kinship
- ▶ Turning the psyche inside out: animism/panpsychism, the soul of the world
- ▶ Nature in/and human psychological development
- ▶ Children and nature
- ▶ Human relationships with animals and plants
- ▶ Ecopsychology and the tradition of depth psychology
- ▶ Ecological identity/self
- ▶ Literary/art ecopsychology

Required Reading:

1. Hillman, James. "Anima Mundi: The Return of the Soul to the World." In *The Thought of the Heart and the Soul of the World* (pp. 89-130). Dallas: Spring, 1992. (Reading Kit)
2. Koger and Winter, "Developmental Psychology: Growing Healthy Children in Nature," Chapter 9, pp. 261-288.
3. Shepard, Paul. "Nature and Madness." In Roszak, Theodore, Mary Gomes, and Allen Kanner, eds. *Ecopsychology: Restoring the Earth, Healing the Mind* (pp. 21-40). San Francisco: Sierra Club Books, 1995. (Reading Kit)

Videos: *The Awakening Universe*
Play Again

Additional Reading:

- Abram, David. Interviewed in Derrick Jensen. *How Shall I live My Life?* Oakland, CA: PM Press, 2008. Also available at: http://www.wildethics.com/essays/interview_derrick_jensen.html
- Altman, Irwin, and Setha M. Low, eds. *Human Behavior and Environment, Vol. 12, Place Attachment*. New York: Plenum, 1992.
- Bodnar, S. "Wasted and Bombed: Clinical Enactments of a Changing Relationship to the Earth." *Psychoanalytic Dialogues* 18 (2008), 484-512.

- Basso, Keith H. *Wisdom Sits in Places: Landscape and Language Among the Western Apache*. Albuquerque: University of New Mexico Press, 1996.
- Capra, Fritjof. *The Web of Life*. New York: Anchor Books, 1996.
- Chawla, Louise. "Childhood Place Attachments." In Irwin Altman and Setha M. Low, eds. *Human Behavior and Environment, Vol. 12, Place Attachment* (pp. 63-86). New York: Plenum, 1992.
- Chawla, Louise. *In the First Country of Places: Nature, Poetry, and Childhood Memory*. Albany: State University of New York Press, 1994.
- Chawla, Louise. "Life Paths into Effective Environmental Action." *The Journal of Environmental Education* 31.1 (1999), 15-26.
- Chawla, Louise. "Learning to Love the Natural World Enough to Protect It." *Barn* 2 (2006), 57-78.
- Clayton, Susan, and Susan Opatow, eds. *Identity and the Natural Environment: The Psychological Significance of Nature*. Cambridge, MA: MIT Press, 2003.
- Cobb, Edith. *The Ecology of Imagination in Childhood*. New York: Columbia University Press, 1977.
- Dodds, Joseph. *Psychoanalysis and Ecology at the Edge of Chaos*. London: Routledge, 2001.
- Eaton, Boyd, Marjorie Shostak, and Melvin Konner. *The Paleolithic Prescription: A Program of Diet and Exercise and a Design for Living*. New York: Harper & Row, 1988. "The Natural Child."
- Eisley, Loren. "The Dance of the Frogs." In *The Star Thrower* (pp. 106-115). San Diego: Harcourt Brace, 1978.
- Fisher, Andy. "Naturalistic Psychology: A Sketch." Chapter 4 in *Radical Ecopsychology: Psychology in the Service of Life*, 2nd ed. (pp. 117-153). Albany: State University of New York Press, 2013.
- Gottlieb, Roger S., ed. *This Sacred Earth: Religion, Nature, Environment*. New York & London: Routledge, 1996.
- Harding, Stephan. *Animate Earth: Science, Intuition, and Gaia*. White River Junction, VT: Chelsea Green, 2007.
- Hillman, James. "A Psyche the Size of the Earth," pp. xvii-xxiii in Roszak et al.
- Kahn, Jr., Peter H. *The Human Relationship with Nature: Development and Culture*. Cambridge, MA: MIT Press, 1999.
- Kahn, Jr., Peter H., and Stephen R. Kellert, eds. *Children and Nature: Psychological, Sociocultural and Evolutionary Investigations*. Cambridge, MA: MIT Press, 2002.
- Kellert, Stephen R. *Birthright: People and Nature in the Modern World*. New Haven: Yale University Press, 2012.
- Kidner, David. "Fraud, Fantasy, and Fiction in Environmental Writing." *Environmental Ethics* 27 (2005), 391-410.
- Lawrence, Elizabeth Atwood. "The Sacred Bee, the Filthy Pig, and the Bat Out of Hell: Animal Symbolism as Cognitive Biophilia." In Stephen R. Kellert and Edward O. Wilson, eds. *The Biophilia Hypothesis* (pp. 301-341). Washington, DC: Island, 1993.
- LeGuin, Ursula K. *Buffalo Gals, and Other Animal Presences*. New York: Penguin, 1987.
- Lewis, Charles A. *Green Nature/Human Nature: The Meaning of Plants in Our Lives*. Urbana and Chicago: University of Illinois Press, 1996.
- Lipsett, Lisa. *Beauty Muse: Painting in Communion with Nature*. Salt Spring Island, B.C.: Creative by Nature Books, 2009.
- Louv, Richard. *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*. Chapel Hill: Algonquin, 2008.
- Louv, Richard. *The Nature Principle: Reconnecting with Life in a Virtual Age*. Chapel Hill: Algonquin, 2012.
- Macy, Joanna. *World As Lover, World As Self*. Berkeley, CA: Parallax Press, 1991.
- Mazis, Glenn A. "Deep Ecology, the Reversibility of the Flesh of the World, and the Poetic Word: A Response to Arne Naess." *Environmental Philosophy* 1.2 (2004), 46-61.
- Mathews, Freya. *For the Love of Matter: A Contemporary Panpsychism*. Albany: State University of New York Press, 2003.
- Melson, Gail. *Why the Wild Things Are: Animals in the Lives of Children*. Cambridge, MA: Harvard University Press, 2001.
- Metzner, Ralph. *Green Psychology: Transforming our Relationship to the Earth*. Rochester, VT: Inner Traditions, 1999.
- Myers, Gene. *The Significance of Children and Animals: Social Development and Our Connection to Other Species*. 2nd Rev. ed. Purdue University Press, 2007.

- Myers, Jr., Olin Eugene. "Human Development as Transcendence of the Animal Body and the Child-Animal Association in Psychological Thought." *Society and Animals* 7.2 (1999): 121-140.
- Nabhan, Gary Paul, and Stephen Trimble. *The Geography of Childhood: Why Children Need Wild Places*. Boston: Beacon, 1994.
- Nelson, Richard K. "Searching for the Lost Arrow: Physical and Spiritual Ecology in the Hunter's World." In Stephen R. Kellert and Edward O. Wilson, eds. *The Biophilia Hypothesis* (pp. 201-228). Washington, DC: Island, 1993.
- Nicholsen, Shierry Weber. *The Love of Nature and the End of the World: The Unspoken Dimensions of Environmental Concern*. Cambridge, MA: MIT Press, 2002.
- Oliver, Mary. *New and Selected Poems*. Boston: Beacon, 1992.
- Perlman, Michael. *The Power of Trees: The Reforesting of the Soul*. Dallas: Spring, 1994.
- Plotkin, Bill. *Nature and the Human Soul*. Novato, CA: New World Library, 2008.
- Pollan, Michael. "The Intelligent Plant." *The New Yorker*, December 23, 2013.
<http://www.newyorker.com/magazine/2013/12/23/the-intelligent-plant>
- Sardello, Robert. *Facing the World with Soul: The Reimagination of Modern Life*. New York: HarperPerennial, 1994.
- Sardello, Robert. *Love and the Soul: Creating a Future for the Earth*. New York: HarperPerennial, 1996.
- Sartre, Jean-Paul. *Nausea*. New York: New Directions, 1964.
- Selhub, Evan and Alan Logan. *Your Brain on Nature: The Science of Nature's Influence on Your Health, Happiness and Vitality*. Wiley, 2012. See also www.yourbrainonnature.com
- Shepard, Paul, "The Ark of the Mind." *Parabola* 8.2 (1983), pp. 54-59.
- Shepard, Paul. "On Animal Friends." In Stephen R. Kellert and Edward O. Wilson, eds. *The Biophilia Hypothesis* (pp. 275-300). Washington, DC: Island, 1993.
- Shepard, Paul. *The Only World We've Got: A Paul Shepard Reader*. San Francisco: Sierra Club, 1996.
- Shepard, Paul. *The Others: How Animals Made Us Human*. Washington, DC: Island, 1996.
- Skrbina, David. *Panpsychism in the West*. Cambridge, MA: MIT Press, 2005.
- Slovic, Scott. "Nature Writing and Environmental Psychology: The Interiority of Outdoor Experience." In Cheryll Glotfelty and Harold Fromm, eds. *The Ecocriticism Reader: Landmarks in Literary Ecology*. Athens & London: University of Georgia Press, 1996.
- Snyder, Gary. *No Nature*. New York: Pantheon, 1992.
- Sobel, David. *Children's Special Places: The Role of Forts, Dens, and Bush Houses in Middle Childhood*. Detroit: Wayne State University Press, 2002.
- Swimme, Brian, and Thomas Berry. *The Universe Story: From the Primordial Flaring Forth to the Ecozoic Era*. New York: HarperOne, 1992.
- Weintraub, Linda. *To Life! Eco-Art in Pursuit of a Sustainable Planet*. University of California Press, 2013.
- Weintrobe, Sally, ed. *Engaging with Climate Change: Psychoanalytic and Interdisciplinary Perspectives*. Routledge, 2012.
- Williams, Terry Tempest. "Yellowstone: The Erotics of Place." In *An Unspoken Hunger: Stories from the Field* (pp. 81-87). New York: Vintage, 1994.

Day 3 (March 2): Human-Nature Practice

Class Topics:

- ▶ The ecopsychological imperative for contact with more-than-human nature
- ▶ Ecopsychology and depth psychological practice
- ▶ The therapeutic "benefits" of contact with (wild) nature
- ▶ The "greening" of psychotherapy: ecotherapy, horticultural therapy, pet therapy, equine-assisted-therapy, etc.
- ▶ Eco-spirituality/theology

- ▶ Recollective practices: vision questing/fasting, (neo)shamanism, dream tracking, sitting in council, etc.
- ▶ The nature-connection (“new nature”) movement
- ▶ The politics of appropriating Native American culture/spirituality

Videos: *Naturally Attracted: Connecting with Michael J. Cohen*

Required Reading:

1. Foster, Steven, and Meredith Little. “Wilderness Vision Questing and the Four Shields of Human Nature.” Wilderness Resource Distinguished Lecture No. 16. University of Idaho Wilderness Research Center, May 2, 1996, pp. 1-21. (Available at <http://schooloflostborders.org/content/vision-fast-four-shields-booklet>)
2. Aizenstat, Stephen. “Dream Tending and Tending the World,” pp. 262-269 in Buzzell and Chalquist.
3. Harris, Sara. “Beyond the ‘Big Lie’: How One Therapist Began to Wake Up,” pp. 84-91 in Buzzell and Chalquist.
4. Chalquist, Craig. “Ecotherapy Research and a Psychology of Homecoming,” pp. 69-82 in Buzzell and Chalquist.
5. Young, Jon, Ellen Haas, and Evan McGowan. *Coyote’s Guide to Nature Connection*, 2nd ed. Shelton, WA: OWLink Media, 2010, pp. 21-44. (Reading Kit)

Additional Reading:

- Aizenstat, Stephen, “Jungian Psychology and the World Unconscious,” pp. 92-100 in Roszak et al.
- Bradshaw, G.A. “Transformation through Service: Trans-Species Psychology and Its Implications for Ecotherapy,” pp. 157-165 in Buzzell and Chalquist.
- Buhner, Stephen Harrod. *One Spirit, Many Peoples: A Manifesto for Earth Spirituality*. Niwot, CO: Roberts Rinehart, 1997.
- Buzzell, Linda. “Asking Different Questions: Therapy for the Human Animal,” pp. 46-54 in Buzzell and Chalquist.
- Cohen, Michael J. *Reconnecting with Nature*. Friday Harbor, WA.: ProjectNatureConnect, 1995.
- Conn, Sarah. “When the Earth Hurts, Who Responds,?” pp. 156-171 in Roszak et al.
- Coleman, Mark. *Awake in the Wild: Mindfulness in Nature as a Path of Self-Discovery*. Makowao, HI: Inner Ocean Publishing, 2006.
- Davis, John. “Psychological Benefits of Nature Experience: An Outline of Research and Theory.” Available at www.johnvdavis.com/ep/benefits.htm.
- Davis, John, “The Transpersonal Dimension of Ecopsychology: Nature, Nonduality, and Spiritual Practice.” *The Humanistic Psychologist* (Special Issue: Humanistic Psychology and Ecopsychology) 26.1-3 (1998), 69-100.
- Diehl, Elizabeth R. Messer. “Gardens that Heal,” pp. 166-173 in Buzzell and Chalquist.
- Ecotherapy website (<http://www.ecotherapyheals.com/>)
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- Young, Jon, Ellen Haas, and Evan McGowan. *Coyote's Guide to Nature Connection*, 2nd ed. Shelton, WA: Owl Link Media, 2010.
- Westlund, Stephanie. *Field Exercises: How Veterans Are Healigh Themselves through Farming and Outdoor Activities*. Gabriola Island, B.C.: New Society, 2014.
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Day 4 (March 3): Ecopsychology as Cultural Therapy

Class Topics:

- ▶ Ecopsychology as a cultural intervention: creating cultural forms that integrate mind and nature and that promote ecopsychological literacy
- ▶ Cultural regeneration as a necessary condition for nature connection
- ▶ The psychology of environmentalism and consumerism
- ▶ The emotional and spiritual needs of ecological activists
- ▶ Therapy for peak times (the "endarkenment"): eco-anxiety/despair/paralysis
- ▶ Death and dying work as ecopsychological culture building

- ▶ Environmental/place-based education and ecopsychology
- ▶ Permaculture and ecopsychology: a good match?
- ▶ Tending the soul of place (“terrapsychology”)
- ▶ Replacing psychotherapists with elders; the need for “cultural artists”
- ▶ Ecopsychological analysis of the culture of virtual reality/digital media

Videos: *David Sobel: Global Climate Change Meets Ecophobia*
Joanna Macy: The Work that Reconnects
Lost Borders: Coming of Age in the Wilderness

Required Reading:

1. Macy, Joanna. “Working Through Environmental Despair.” In Theodore Roszak, Mary Gomes, and Allen Kanner, eds. *Ecopsychology: Restoring the Earth, Healing the Mind* (pp. 240-259). San Francisco: Sierra Club Books, 1995. (Reading Kit)
2. Thomashow, Mitchell. “Ecological Identity and Healing,” Chapter 5, pp. 141-168, in *Ecological Identity: Becoming a Reflective Environmentalist*. Cambridge: MIT Press, 1995. (Reading Kit)
3. Abram, David. “Storytelling and Wonder: On the Rejuvenation of Oral Culture.” (Available at http://www.wildethics.com/essays/storytelling_and_wonder.html.)
4. Shapiro, Elan. “Restoring Habitats, Communities, and Souls.” In Roszak, Theodore, Mary Gomes, and Allen Kanner, eds. *Ecopsychology: Restoring the Earth, Healing the Mind* (pp. 224-239). San Francisco: Sierra Club Books, 1995. (Reading Kit)

Additional Reading:

- Barrows, Anita. “Crying for the Manatees: Youth and Our Endangered World.” *ReVision* 20.4 (Spring 1998), 9-17.
- Chalquist, Craig. *Terrapsychology: Reengaging the Soul of Place*. New Orleans: Spring, 2007.
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- Crompton, Tom, and Tim Kasser. *Meeting Environmental Challenges: The Role of Human Identity*. Surrey, U.K.: WWF-UK, 2009.
- Crompton, Tom, and John Thøgersen. *Simple & Painless: The Limitations of Spillover in Environmental Campaigning*. WWF-UK, February 2009.
- Eberle, Scott. *The Final Crossing: Learning to Die in Order to Live*. Big Pine, Ca: Lost Borders Press, 2006.
- Glendinning, Chellis. *My Name Is Chellis and I’m in Recovery from Western Civilization*. Boston: Shambhala, 1994.
- Gomes, Mary E. “Personal Transformation and Social Change: Conversations with Ecopsychologists in Action.” *The Humanistic Psychologist* (Special Issue: Humanistic Psychology and Ecopsychology) 26.1-3 (1998), 217-241.

- Gomes, Mary. E. "Breaking the Electronic Media Spell: An Ecopsychology Intervention." *Ecopsychology* 4.2 (2012), 117-121.
- Heinberg, Richard, "The Psychology of Peak Oil and Climate Change," pp. 197-204 in Buzzell and Chalquist.
- Holmgren, David. *Permaculture: Principles and Pathways Beyond Sustainability*. Hepburn, Australia: Holmgren Design Services, 2002.
- Hopkins, Rob. *The Transition Handbook: From Oil Dependency to Local Resiliency*. Devon: Green Books, 2008.
- Hutchinson, David. *Growing Up Green: Education for Ecological Renewal*. New York: Teachers College, 1998.
- Ingold, Tim. *The Perception of the Environment: Essays on Livelihood, Dwelling, and Skill*. London: Routledge, 2000.
- Ingold, Tim. *Being Alive: Essays on Movement, Knowledge and Description*. London: Routledge, 2011.
- Kanner, Allen, and Mary Gomes, "The All-Consuming Self," pp. 77-91 in Roszak et al.
- Kasser, Tim, and Allen Kanner, eds. *Psychology and Consumer Culture: The Struggle for a Good Life in a Materialistic World*. Washington, DC: American Psychological Association, 2003.
- Kaza, Stephanie, ed. *Hooked: Buddhist Writings on Greed, Desire, and the Urge to Consume*. Boston: Shambhala, 2005.
- Koger and Winter. Chapter 3, "Psychoanalytic Psychology: Becoming Conscious of the Unconscious."
- Lewis, Richard. *Living by Wonder: The Imaginative Life of Children*. New York: Touchstone Center, 1998.
- Louv, Richard. *The Nature Principle: Reconnecting with Life in a Virtual Age*. Chapel Hill, N.C.: Algonquin Books of Chapel Hill, 2012.
- Macy, Joanna, and Molly Young Brown. *Coming Back to Life: Practices to Reconnect Our lives, Our World*. Gabriola Island, B.C.: New Society, 1998.
- Mathews, Freya. *Reinhabiting Reality: Towards a Recovery of Culture*. Albany, NY: SUNY Press, 2005.
- Moser, S.C., and L. Dilling, eds. *Creating a Climate for Change: Communicating Climate Change and Creating Social Change*. Cambridge: Cambridge University Press, 2007.
- O'Neill, Saffron, and Sophie Nicholson-Cole. "Fear Won't Do It: Promoting Positive Engagement With Climate Change Through Visual and Iconic Representations." *Science Communication* 30.3 (2009): 355-379.
- Orr, David. *Earth in Mind: On Education, Environment, and the Human Prospect*. Washington, DC: Island, 1994.
- Pfeiffer, Bill. *Wild Earth, Wild Soul: A Manual for an Ecstatic Culture*. Winchester, UK: Moon Books, 2013.
- Snyder, Gary. *The Real Work: Interviews & Talks, 1964-1979*. New York: New Dimensions, 1980.
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- Sobel, David. *Childhood and Nature: Design Principles for Educators*. Portland, ME: Stenhouse, 2008.
- Starhawk. *The Earth Path: Grounding Your Spirit in the Rhythms of Nature*. San Francisco: HarperSanFrancisco, 2004.
- Stone, Michael K., and Zenobia Barlows, eds. *Ecological Literacy: Educating Our Children for a Sustainable World*. San Francisco: Sierra Club, 2005.
- Swift, Jed, and Will Keepin. "Principles of Conscious Activism."
- Watkins, Mary. "Creating Restorative Ecotherapeutic Practices," pp. 219-236 in Buzzell and Chalquist.
- Williams, Terry Tempest. *Finding Beauty in a Broken World*. New York: Vintage, 2008.
- Young, Jon, Ellen Haas, and Evan McGowan. *Coyote's Guide to Nature Connection*, 2nd ed. Shelton, WA: OwlLink Media, 2010.
- Young, Jon. *Seeing Through Native Eyes: The Journey of Connection*. CD series. (www.8shields.com)

Day 5 (March 4): Ecopsychology as Politics—Integrating Psyche, Nature, and Society

Class Topics:

- ▶ The morals and politics of (eco-)psychology
- ▶ Critical theory/psychology and its relevance to ecopsychology
- ▶ Ecopsychology as a radical transformation of psychology
- ▶ Ecopsychology's relationship with the radical ecology movement
- ▶ Ecological society: ecological consciousness *and* ecological (re-)production
- ▶ Multicultural (eco-)psychology
- ▶ Ecopsychology as political education or critical pedagogy
- ▶ Climate change denial

Videos: *The Future of Food*
A Really Inconvenient Truth
Sacred Economics

Required Reading:

1. Anthony, Carl. "Ecopsychology and the Deconstruction of Whiteness." In Roszak, Theodore, Mary Gomes, and Allen Kanner, eds. *Ecopsychology: Restoring the Earth, Healing the Mind* (pp. 263-278). San Francisco: Sierra Club Books, 1995. (Reading Kit)
2. Fisher, Andy. "Ecopsychology as Radical Praxis," pp. 60-68 in Buzzell and Chalquist.
3. Kidner, David. "Depression and the Natural World: Towards a Critical Ecology of Psychological Distress." *International Journal of Critical Psychology* 19 (2007), 123-146. (Available at http://irep.ntu.ac.uk/R/?func=dbin-jump-full&object_id=185371&local_base=GEN01)
4. Koger and Winter, "Social Psychology: Under the Influence of Others," Chapter 4, pp. 95-130.
5. Jensen, Derrick, "Nothing Else Matters." In Martin Keogh, ed. *Hope Beneath Our Feet* (pp. 132-134). Berkeley: North Atlantic Books, 2010. (Reading Kit)

Additional Reading:

- Alexander, Bruce. *The Globalisation of Addiction: A Study in the Poverty of Spirit*. Oxford: Oxford University Press, 2008.
- Anthony, Carl, and Renée Soule. "A Multicultural Approach to Ecopsychology." *The Humanistic Psychologist* (Special Issue: Humanistic Psychology and Ecopsychology) 26.1-3 (1998), 155-162.
- Barry, John. *Environment and Social Theory*, 2nd ed. London: Routledge, 2006.
- Blanke, Henry T. "Domination and Utopia: Marcuse's Discourse on Nature, Psyche, and Culture." In David Macaulay, ed. *Nature: The Philosophers of Ecology* (pp. 186-208). New York: Guilford, 1996.
- Cushman, Philip. "Why the Self is Empty: Toward a Historically Situated Psychology." *American Psychologist* 45.5 (1990), 599-611.
- Cushman, Philip. *Constructing the Self, Constructing America*. Cambridge, MA: Perseus, 1995.

- Deming, Alison H., and Lauret E. Savoy. *The Colors of Nature: Culture, Identity, and the Natural World*. Minneapolis: Milkweed Editions, 2011.
- Descola, Philippe. "Societies of Nature and the Nature of Society." In Adam Kuper, ed., *Conceptualizing Society*. London and New York: Routledge, 1992.
- Eckersley, Robyn. "The Failed Promise of Critical Theory." In Carolyn Merchant, ed. *Ecology (Key Concepts in Critical Theory)* (pp. 65-76). New Jersey: Humanities, 1994.
- Eisenstein, Charles. *Sacred Economics: Money, Gift & Society in the Age of Transition*. Berkeley, Cal.: Evolver Editions, 2011. (See, especially, Chapter 18: "Relearning Gift Culture")
- Fish, Lorraine. *Nature, Culture, and Abnormal Appetites*. VDM Verlag, 2009.
- Fisher, Andy. "Making Sense of Suffering in a Technological World" and "A Decade Later: Still Radical After All These Years." Chapters 6 and 7 in *Radical Ecopsychology: Psychology in the Service of Life*, 2nd ed. (pp. 197-248). Albany: State University of New York Press, 2013.
- Fisher, Andy. "Clarifying the Challenges: A Response to Zhiwa Woodbury's Review and Response to *Radical Ecopsychology: Psychology in the Service of Life* (2nd Ed.), by Andy Fisher." *Ecopsychology*, 5.2 (2013), 158-162.
- Fisher, Andy. "Ecopsychology at the Crossroads: Contesting the Nature of a Field." *Ecopsychology* 5.3 (2013), 167-176.
- Fisher, Andy. "Three Arguments for a Radical Ecopsychology." *Ecopsychology* 5.4 (2013), 225-227.
- Fox, Dennis, Isaac Prilleltensky, and Stephanie Austin, eds. *Critical Psychology: An Introduction*, 2nd ed. London: Sage, 2009.
- Giroux, Henry, et al. "The Need for Cultural Studies: Resisting Intellectuals and Oppositional Public Spheres." *Dalhousie Review* 64.2 (1984), 472-486. Accessed at <http://theory.eserver.org/need.html>, August 12, 2003.
- Giroux, Henry A. *Theory and Resistance in Education: Toward a Pedagogy for the Opposition*. Rev. and Expanded Ed. Westport, Conn.: Bergin & Garvey, 2001.
- Glave, Dianne. *Rooted in the Earth: Reclaiming the African American Environmental Heritage*. Chicago Review Press, 2010.
- Glendinning, Chellis. *Off the Map: An Expedition Deep Into Empire*. Gabriola Island, B.C.: New Society, 2002.
- Glendinning, Chellis. *Chiva: A Village Takes on the Global Heroin Trade*. Gabriola Island, B.C.: New Society, 2005.
- Hillman, James. "Aesthetics as Politics." *Tikkun* 11.6 (1996), 38-40, 75-76.
- Jones, Ken. *The New Social Face of Buddhism*. Wisdom Publications, 2003.
- Kanner, Allen. "Ecopsychology's Home: The Interplay of Structure and Person." *Ecopsychology* 6.2 (2014): 69-80.
- Kasser, Tim, Steve Cohn, Allen D. Kanner, and Richard M. Ryan. "Some Costs of American Corporate Capitalism: A Psychological Exploration of Value and Goal Conflicts." *Psychological Inquiry* 18.1 (2007), 1-22.
- Kidner, David W. *Nature and Psyche: Radical Environmentalism and the Politics of Subjectivity*. Albany: State University of New York Press, 2001.
- Kidner, David W. *Nature and Experience in the Culture of Delusion: How Industrial Society Lost Touch with Reality*. New York: Palgrave Macmillan, 2012.
- Kovel, Joel. *The Enemy of Nature: The End of Capitalism or the End of the World?* London & New York: Zed, Halifax & Winnipeg: Fernwood, 2007.
- Leiss, William. "The Imperialism of Human Needs." *The North American Review* 259.4 (1974), 27-34.
- Loy, David. *The Great Awakening: A Buddhist Social Theory*. Boston: Wisdom, 2003.
- Marcuse, Herbert. "Ecology and the Critique of Modern Society." *Capitalism Nature Socialism* 3.3 (1992), 29-38.
- McEvoy, Arthur F. "Toward an Interactive Theory of Nature and Culture: Ecology, Production, and Cognition in the California Fishing Industry." In Donald Worster, ed., *The Ends of the Earth: Perspective son Modern Environmental History*. New York: Cambridge University Press, 1988.
- McIntosh, Alistair. *Soil and Soul: People Versus Corporate Power*. Aurum Press, 2007.
- Merchant, Carolyn. *Radical Ecology: The Search for a Liveable World*, 2nd ed. New York: Routledge, 2005.
- Merchant, Carolyn, ed. *Ecology (Key Concepts in Critical Theory)*. Atlantic Highlands, N.J.: Humanities Press, 1994.

- Norgaard, Karie Marie. *Living in Denial: Climate Change, Emotions, and Everyday Life*. Cambridge, Mass.: MIT Press, 2011.
- O'Connor, James. *Natural Causes: Essays in Ecological Marxism*. New York: Guilford, 1998.
- Prilleltensky, Issac. "Psychology and the Status Quo." *American Psychologist* 44.5 (1989), 795-802.
- Robbins, Paul. *Political Ecology*, 2nd ed. Malden, MA: Wiley-Blackwell, 2012.
- Robbins, Paul, John Hintz, and Sarah A. Moore. *Environment and Society: A Critical Introduction*. Malden, MA: Wiley-Blackwell, 2010.
- Ross, Rupert. *Returning to the Teachings: Exploring Aboriginal Justice*. Toronto: Penguin, 2006.
- San Roque, Craig. "On *Tjukurrpa*, Painting Up, and Building Thought." *Social Analysis* 50.2 (2006), 148-172.
- Sloan, Tod. *Damaged Life: The Crisis of the Modern Psyche*. London & New York: Routledge, 1996.
- Smith, Kevin. *The Carbon Neutral Myth: Offset Indulgences for Your Climate Sins*. Amsterdam: Carbon Trade Watch, 2007.
- Thøgersen, John and Tom Crompton. "Simple and Painless? The Limitations of Spillover in Environmental Campaigning." *Journal of Consumer Policy* 32 (2009): 141-163.
- Uzzell, David, and Nora Räthzel. "Transforming Environmental Psychology." *Journal of Environmental Psychology* 29 (2009): 340-250.
- Watkins, Mary, and Helene Shulman. *Toward Psychologies of Liberation: Critical Theory and Practice in Psychology and the Human Sciences*. New York: Palgrave, 2008.
- Webb, Janet. "Climate Change and Society: The Chimera of Behaviour Change Technologies." *Sociology* 46 (2012): 109-125.
- Zimmerman, Michael, J. Baird Callicott, Karen J. Warren, Irene J. Klaver, and John Clark, eds. *Environmental Philosophy: From Animal Rights to Radical Ecology*, 4th ed. Upper Saddle River, N.J.: Prentice Hall, 2004.

Day 6 (March 6): Ecological Autobiographies and Wrap-up to Lecture Sessions

Ecological autobiographies due.

Class Topics:

- ▶ Student presentation of ecological autobiographies, and mapping of themes
- ▶ Place attachment
- ▶ Topics or activities of particular interest

Days 7 (March 6): Field Trip

Day 7 is a field trip to the Jericho Research Forest, a wilderness location where the exercises will involve group and individual experiences in a more-than-human setting. Students are expected to have good winter clothing and to spend solo time in the wilderness (though some accommodation can be made based on students' comfort levels). This is an all-day outing.

Days 8 and 9 (March 7-8): Student Presentations and Course Conclusion

Class Topics:

- ▶ Student presentation of ideas-in-progress for their final projects
- ▶ The future of ecopsychology
- ▶ Course summary

Final project due on *Monday March 30.*

E. QUESTIONS TO CONSIDER FOR REFLECTION JOURNAL ENTRIES

Reflection journal entries are handed in at the start of each class for which the readings are due. See Section C for the basis of grading.

The following questions are offered only as a guide to your entries; they do not have to limit your reflections.

Day 1 Readings

The theme for Day 1 is introducing and situating ecopsychology. The five readings each give a different picture of ecopsychology. What are your initial impressions of ecopsychology? How would you define or characterize it? What are some difficulties it faces as a field? What approach among the readings most appeals or speaks to you? What questions does ecopsychology raise for you? What experiences from your own life most connect you to this subject matter?

Day 2 Readings

The theme for Day 2 is the relationship between psyche and nature or mind/soul and world. These are terms that are normally kept separate or dichotomized; in what ways do the three readings make connections between them? What philosophical or conceptual problem does this involve? Why do you think developmental psychology is important to ecopsychology? The three readings take different approaches to the topic of psyche and nature. What are the merits or weaknesses of each of them? Which approach do you find most interesting? Why?

Day 3 Readings

The theme for Day 3 is human-nature practice. Ecopsychology insists on direct contact with the larger, more-than-human natural world. This practical, experiential dimension is a defining feature of ecopsychology (see Scull's article in the Additional Readings list for Day 2). Without participating in practices that open us to connection with the living world it is hard to "get" ecopsychology or to sense the soul of the world. The five readings for this day cover the practices of wilderness vision fasting, ecological dream work, ecotherapy, and nature connection routines. Imagine yourself participating in each of these forms of practice. What do you think the experience would be like? Do any of these ideas or approaches resonate at all with your own experience, e.g., of dream figures? Do you think that engaging in practices of this sort (e.g., vision fasting) could have made a difference in your life? Does a sit spot routine appeal to you? How might our minds have to stretch or adjust in order to accept and engage in these kinds of practices?

Day 4 Readings

The theme for Day 4 is ecopsychology as a form of cultural therapy. If ecopsychology highlights our culture's ecopsychological illiteracy then it must go beyond individual practice and introduce new cultural forms or regenerate our culture so that it is more oriented toward the tending of life (human and other-than-human) as an ultimate concern. How is this theme visible in these four readings? In what ways do they challenge our existing culture, including the culture of environmentalism? What difficulties do you imagine in trying to introduce a more psychological or interior approach to the environmental arena? What resistance do you think these approaches might encounter? How do psyche and nature come together in these approaches? What is your personal response to the discussions in these readings? Can you relate any of your own experience to the points the different authors make?

Day 5 Readings

Not only must ecopsychology be a form of cultural therapy, it also implies a challenge to social structures, institutions, or patterns that are harmful to life, whether life is regarded as nature or as psyche. This means that ecopsychology unavoidably has a political dimension. Focusing on the first four readings (i.e., ignoring the Jensen reading), what are some of the specific ways that ecopsychology links to politics? Discuss the different angles the four readings offer. What kind of politics is contained in a social psychological approach (Koger and Winter) versus the other three readings? What kind of actions do these different approaches suggest? Where do you yourself stand on the matter of ecopsychological politics? What kind of changes to the world does your own experience of our society's relationship with the living world imply? What kind of actions do they call for?

G. ACADEMIC INTEGRITY

All students are expected to follow the University of Vermont's Code of Academic Integrity, found at <http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf>.

The Code includes the following statement about standards of academic integrity.

All academic work (e.g., homework assignments, written and oral reports, use of library materials, creative projects, performances, in-class and take-home exams, extra-credit projects, research, theses and dissertations) must satisfy the following four standards of academic integrity:

1. All ideas, arguments, and phrases, submitted without attribution to other sources, must be the creative product of the student. Thus, all text passages taken from the works of other authors must be properly cited. The same applies to paraphrased text, opinions, data, examples, illustrations, and all other creative work. Violations of this standard constitute plagiarism.
2. All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Data must not be falsified in any way. Violations of this standard constitute fabrication.
3. Students may only collaborate within the limits prescribed by their instructors. Students may not complete any portion of an assignment, report, project, experiment or exam for another student. Students may not claim as their own work any portion of an assignment, report, project, experiment or exam that was completed by another student, even with that other student's knowledge and consent. Students may not provide information about an exam (or portions of an exam) to another student without the authorization of the instructor. Students may not seek or accept information provided about an exam (or portions of an exam) from another student without the authorization of the instructor. Violations of this standard constitute collusion.
4. Students must adhere to the guidelines provided by their instructors for completing coursework. For example, students must only use materials approved by their instructor when completing an assignment or exam. Students may not present the same (or substantially the same) work for more than one course without obtaining approval from the instructor of each course. Students must adhere to all course reserves regulations, including library course reserves, which are designed to allow students access to all course materials. Students will not intentionally deny others free and open access to any materials reserved for a course. Violations of this standard constitute cheating.

Students found responsible for violating the Code are subject to a variety of possible sanctions, including (though not limited to) a Zero on the indicated course work; a grade of XF in the course (“failure resulting from academic dishonesty”); and suspension from the University. Students with questions regarding academic integrity are urged to speak with the course instructor.