

**Syllabus: Introduction to Ecopsychology in Counseling 2014 v2**  
Lewis & Clark Graduate School of Education and Counseling

**Course Number:** CPSY 528  
**Term:** Spring 2014  
**Department:** Counseling Psychology / Center for Community Engagement  
**Faculty Name:** Thomas Joseph Doherty, Psy.D.  
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**Course Calendar & Meeting Times:**

**Days:** (3 Weekends) Jan 11-12, Feb 22-23, and April 12-13, 2014  
**Times:** Saturday & Sunday 9:00 a.m. – 5:00 p.m.  
**Location:** York 107 & off-campus field trips

**Course Summary:**

This course provides an introduction to ecopsychology and survey of related concepts, findings and practices. It serves as the introduction to the Ecopsychology Certificate Program at Lewis & Clark, and provides a foundation for the practice of eco- and wilderness therapy, for professional conservation and sustainability work, and environmental education and advocacy.

On Ecopsychology: Ecopsychology emerged as a late 20th century movement that provided a rationale for the emotional affiliation with nature and other species experienced by individuals in modern industrialized societies. Ecopsychology provided a therapeutic aspect to the environmental movement and was particularly important for those whose emotional connections with nature were denied, ignored, or truncated. An ecopsychology perspective hypothesized direct and indirect connections between (1) human mental health and wellbeing, (2) the integrity of the natural environment, and (3) contact with natural settings and processes. Ecopsychology represented an explicit critique of so-called “mainstream” therapeutic and psychiatric approaches, in which more-than-human nature was effectively absent, or of other environmental psychology approaches that operated on more of an experimental basis or that lacked a therapeutic or social justice focus. Along with other environmental psychology approaches, ecopsychology contended that psychological knowledge and practices, including psychotherapeutic insights and practices, could make important contributions to the solution of “environmental” problems.

Ecopsychology, as a worldview and grassroots social movement, transcends the academy and professional practice. Given some ecopsychology writer’s critiques of research and academia, ecopsychology can be seen as transdisciplinary and even anti-disciplinary. In this course, we’ll approach the topic from a scholarly perspective, that is grounded in empiricism, and that is also open to others ways

of knowing, social and environmental justice perspectives, and the context of popular culture.

Ecopsychology has been variously defined. For the purposes of this course, a working definition of ecopsychology is “the study of the human species’ psychological interdependence and interbeing with rest of the natural world.”

Empirical Basis: There are also a number of perspectives and traditions in psychology and other disciplines that explore humans’ relationship and interactions with nature and the natural world. We will reference a number of these perspectives in the course of our work. For example, we will survey research-findings in environmental and conservation psychology that explore the health benefits of natural settings, the development of environmental identities, and effective promotion of conservation behaviors. These provide a number of "tools" to use in ecopsychology practice.

Diversity: Self-reflection and attention to individual and cultural diversity is a big part of this course. This includes diversity regarding environmental experiences, impacts, beliefs and opinions -- and the intersectionality of environmental consciousness with other forms of consciousness and identity. Students will be guided toward understanding their own environmental identity, their motivations for taking an environmental approach in their academic and professional work, and ways to integrate ecopsychology into their existing theory and practice base.

Outcomes: A key outcome will be learning to recognize and honor the diversity of environmental worldviews-- and to thoughtfully evaluate the practical benefits of the diverse knowledge claims that coexist under the ecopsychology paradigm. The perspective proposed by this course is that “conventional” or research-based approaches to ecopsychology (e.g., integrating a nature-based techniques into mainstream counseling practice) and “radical” approaches (i.e., those envisioning fundamental changes to society and the counseling enterprise) can co-exist, and in fact support each other.

**Catalogue Description:** See catalog.

**Course Details:**

- This is a three credit, semester long course that meets on three weekends and includes weekly readings and self-directed, online activities.
- Class sessions will balance didactic presentations with exercises, role-plays, outdoor activities, video presentations, and guest speakers.
- Course includes written work, online dialog, class activities and field trips.
- All students are required to have a valid email address and to use the course Moodle page.
- Weekends and field trips will include outdoor activities. Please dress appropriately for the weather.

## **Course Requirements:**

1. Full class attendance, including active and informed participation in discussions and class activities
2. Moodle site use and dialog
3. Class participation goals (50-75 words)
4. Weekly Readings and Activities
5. Weekly Blog Posts (2 pages, posted to Moodle)
6. Environmental Identity Interview Project (3-5 pages, posted to Moodle)
7. Mid-term Quiz (ungraded, multiple choice and short answer),
8. Environmental Behavior Observation and Change Exercise (3-5 pages, posted to Moodle)
9. Class Portfolio -- includes all blog posts, interview, mid-term (corrected as needed), behavior project write up, and over-all reflection essay (Hand-in hard copy)

## **Evaluation and Assessment:**

Attendance: Full class attendance is required. Since this meetings use group process, there is no effective “make up” or alternative to class attendance. Consult the instructor regarding any absences in advance. Lack of attendance in class sessions may be grounds for an incomplete.

Evaluation: Written and oral presentations will be evaluated on the basis of their clarity, thoughtfulness, and integration of themes and issues of the class. Detailed competency examples are below.

### Competencies Assessed:

- Academic rigor: Students will clearly demonstrate the theoretical and empirical basis of their work, and use clarity in their language (e.g., recognizing multiple meanings of commonly used terms such as “nature”).
- Theoretical and methodological pluralism: Students will demonstrate the ability to identify different theoretical and practical applications within ecopsychology
- Self reflection and collaboration: Students will articulate personal and professional motivations regarding ecopsychology and demonstrate the ability to collaborate with others having differing values.
- Effective and equitable application: Students will demonstrate the ability to describe their work in terms of practical and measurable outcomes (at various scales, e.g., for individuals, the local community, and natural systems).
- Ethical thinking: Students will demonstrate the ability to articulate relevant principles of counseling and educational ethics as well as the strengths and weaknesses of existing ethics codes in providing guidance for ecologically-based practice.

Evaluating Blog Posts: As an instructor, Thomas uses the blog posts to track students' progress through the course. He'll be looking for evidence of assimilation (students integrating the weekly material into their existing knowledge base, or into lessons learned through the course), accommodation (students describing new insights and new schemas based on novel information) and application (students discussing ways to apply and test the course materials in their academic and professional work). Beginning Week Three: Scan classmates' posts and make at least one comment per week. Be respectful and note areas of agreement or difference.

Grading: A grade of A will be reserved for comprehensive and exemplary work that demonstrates emerging mastery or a professional standard. A grade of B+ will be the benchmark for satisfactory completion of assigned tasks. Grades of A-, B, B- will be applied to work that adds to or is missing required aspects. C papers and presentations will be returned for revision. Some course activities will be ungraded and some will be pass/fail. The instructor reserves the right to use subjective judgments regarding grading.

### **Required Texts & Readings:**

The course has required readings and numerous supplemental readings and resources for further study. Required and supplementary readings will typically be available on the Lewis & Clark Moodle Site and/or on reserve at Watzek library.

#### Required Texts

- Callenbach, E. (1975) *Ecoptopia*. Bantam / Bantam ISBN: 978-0-960432-01-1

#### Examples of Text Excerpts:

- Weber-Nicholsen, S. (2001). *The Love of Nature at the End of the World*. Cambridge, MA: MIT Press. ISBN: 978-0-262640-51-0
- Clayton & Myers (2009) *Conservation Psychology: Understanding and promoting human care for nature*. Cambridge, MA: MIT Press. ISBN: 978-1-405176-78-1
- Kahn, P. H. & Hasbach, P. H. (2012). *Ecopsychology: Science, Totems, and the Technological species*. Cambridge, MA: MIT Press. ISBN: 978-0-262517-78-2

- Harre, N. (2012). *Psychology for a Better World*. <http://www.psych.auckland.ac.nz/en/about/our-staff/academic-staff/niki-harre/psychologyforabetterworld.html>
- Mackenzie-Mohr, D. (1999). *Fostering sustainable behavior*. Online version. <http://www.cbsm.com/pages/guide/preface/>

### **Written Work:**

#### **Weekly Moodle Blog Posts - Due Thursday 11:55 PM of each week, from 1/9/14 – 4/17/14 (No Post Required during Spring Break)**

An ecopsychology "blog" post discussing the week's readings, assignments and activities is due from each student each week on Thursday by midnight. Please post here. Integrate your thoughts about weekly readings and assignments with current events identified from a survey of the [NY Times Dot Earth Blog](#) and (optional) other activities or readings (such as from other classes or your work or play).

- Post length: Compatible with 500 words, or 2 double spaces pages, or as needed.
- Post title: "YOUR NAME Weekly Post DATE"
- Beginning Week Three: Scan classmates' posts and make at least one comment per week. Be respectful and note areas of agreement or difference.

#### **Class Participation Goal**

#### **Due Thursday 1/16/14 Post to Moodle\***

Each student is required to formulate a personal class participation goal for this course and share it with the instructor by the end of week 2.

For example, in terms of class interactions, some students may seek to increase their comfort and assertiveness with public speaking, others may want to work on formulating concise comments, others on giving feedback to others, while still others may want to work on being comfortable with silence and speaking less than is their norm. Other goals may focus on writing or Moodle communication. Others may focus on self-care, balance and a sense of personal sustainability while engaged in academic work and life tasks.

Length 75 – 150 words.

#### **Environmental Identity Interview Project - Due: Thursday 2/13/14**

Each student will identify a person outside of the class to interview regarding the person's environmental identity and worldview. Students will be encouraged to

apply various models and techniques used in the class (e.g., childhood place map, environmental identity timeline, or use of an environmental belief or value questionnaire). Questions include: What are salient experiences, places, relationships (human or with other species), events, emotions, attitudes, etc.? Students will then write a brief, anonymous, case study regarding the person they interviewed and their experience as interviewer. The goal is to be curious and practice interviewing skills and not to move into problem solving, therapy, or an expert stance. We will debrief at the 2/22 class meeting.

Length: 3-5 double-spaced pages. Post to MOODLE Environmental Identity Interview forum.

### **Midterm Quiz (In Class)**

**Date: Saturday Feb 22**

This will be a short answer and multiple-choice exam focused on terms, concepts, and techniques discussed in the class. Exams will be taken individually. Students will be allowed access to books, laptops, and the internet, including the course Moodle page. The quiz is a "learning tool" to improve retention and comprehension of class materials. It will not be graded, and students will receive credit for taking and correcting the quiz.

### **Environmental Behavior Observation & Change Project Due Thurs April 3**

This is a 3-4 week exercise. Using a "stage of change" model, students will consciously observe their life, identify an "environmentally relevant" behavior, reflect on potential changes to that behavior (e.g., add, modify, reduce, eliminate), decide on a commitment to change, and track their progress. Example: Week #1: students spend a week observing behaviors that they are thinking of changing (the "contemplation stage," use the DSI Measure, etc.), Week #2 spend the next week forming an intention, a "behavioral map" and an action plan for changing/adding a behavior (the "preparation stage"), Week #3 spend the next week consciously trying to change the behavior (the "action stage"). Finally Week #4, based on your experiences, you may choose to extend the exercise into more action, or cycle back to preparation or contemplation. An aspect of the exercise will be to reflect on "being with" the chosen behavior and accepting it as it is. Consult with Thomas as needed.

Suggested dates: Begin observation week #1 on March 3. Use Spring Break as Week #4. We will debrief in class on April 12.

Length: 3-5 double-spaced pages. Post to Moodle Forum.

### **Portfolio & Integration Essay**

**Due Thursday April 24**

Compile, review, and integrate: Blog posts, Interview, Midterm, Behavior Change Project, and other examples of course work (e.g., in-class projects). Add a

reflection on the course with key lessons and take away's. Consult with Thomas as needed.

Portfolio Format (APA Style, page #'s)

- Separate Title Page: "(Your Name) Introduction to Ecopsychology Portfolio 2014
- Introduction (Give summary of portfolio with preview of conclusion & key take-away's, 1-2 pages)
- Blog Posts (List the week's readings along with the blog essay)
- Midterm (corrected as needed)
- Environmental Identity Report
- Results of Environmental Behavior Observation & Change Project and any Future Directions
- Add other examples of course work (e.g., class room exercises, photos, etc.)
- Final Course Reflection (2 pages)
  - Discussion of key learning & take-away's from the course
  - Next steps for you in terms of ecopsychology (personal goals, certificate & capstone project)?
- Format: Hard Copy, design will be discussed in 3<sup>rd</sup> class meeting. Drop at CPSY Office. Portfolios will be returned after grading.

## Course Outline

### Part I – IDENTITY ---

#### **Week of 1/6/14 -- *Ecotopia***

**Readings:** Callenbach, E. (1975) *Ecotopia*. Bantam / Bantam ISBN: 978-0-960432-01-1 (Complete novel.)

#### **Optional Supplemental Readings and Resources**

- Scott Timberg (2008, Dec. 14). The Novel That Predicted Portland. *New York Times*.
- Abbot, C. (2012) A Region by Any Name From Ecotopia to Cascadia Megaregion, visions of the Pacific Northwest – *Oregon Humanities*
- Cascadia Independence Movement – Wikipedia

#### **Assignments Due Thursday 11/9/ 14 @ 11:55 PM**

- Weekly Blog Post

#### **Reading: Prompt for weekly blog post**

The future-focused 1970s novel *Ecotopia* describes the secession of the Northwestern United States and its formation as an ecologically focused society. In your blog post, make sure to demonstrate familiarity with the novel by briefly summarizing the story and making reference to at least two characters (i.e., in one paragraph). Otherwise, discuss what struck you most about the novel in terms of its description of an ecologically based society and how that society functions? What does the novel suggest regarding personal health and identity in an ecologically based society? Based on recent history, what lessons does this novel have about trying to predict the future of ideas and social movements? You may note dated or problematic aspects of the novel from your perspective, but please focus on its lessons for modern-day readers.

(For deeper reflection: Look at reporter William Weston's personal journal entries for dates in May, and his reactions to living at "The Cove" or relating to the character Marissa. From a psychological perspective, how are Weston's experiences in Ecotopia different from his life in New York (e.g., personal and social relationships, being in his body, political empowerment, attitudes toward the present and the future)? What does this imply about the psychological aspects of an ecologically focused society? How are organic or "wild" processes integrated with human systems and technology? What are the ramifications for counseling or education? etc.)

**\*\*\*\* Class Weekend Jan 11-12, 2014 \*\*\*\***

**Week of 1/13/14 – “The Love of Nature and the End of the World”**

**Readings**

- Weber-Nicholson (2001) *The Love of Nature at the End of the World*, Chapters 2, pages 35-62
- Scranton 2013 Nov 10 Learning How to Die in the Anthropocene – *NY Times*

**Optional Supplemental Readings and Resources**

- Doherty (2009) Shierry Weber Nicholson- The Ecopsychology interview. *Ecopsychology*

**Assignments Due Thursday 11:55 PM**

- Weekly Blog
- Class Participation Goals

**Prompt for blog post on NicholSEN’s *The Love of Nature...***

If Callenbach’s *Ecotopia* described a society in which most people shared ecocentric views and practices, NicholSEN’s 2001 *The Love of Nature...* and Scranton’s 2013 editorial speak to a world in which ecocentric viewpoints are often denied or unspoken. In your blog post, describe your emotional and intellectual reactions to the writing and the implications you see for counseling, education or other work. Potential prompts include:

- What daily practices would be necessary for you to cultivate the sensibility that Weber-Nicholson is describing in her text? How would they contribute to your health? How could you imagine describing these practices and their benefits to potential clients or future students?
- Are there current news items that relate to the above materials (see news items form)

**News Item Examples**

- Upton 2013 Fukushima meltdown appears to have sickened American infants – *Grist*
- Taping of Farm Cruelty Is Becoming the Crime - *NY Times*

**For further reading:**

- Zalasiewicz, Williams, Haywood & Ellis 2011 The Anthropocene: a new epoch of geological time?
- Kidner (1994) Why psychology is mute about the environmental crisis.

## **Week of 1/20/14 The "Environmental Movement in the United States."**

### **Readings**

The Environmental movement in the United States - Wikipedia  
[http://en.wikipedia.org/wiki/Environmental\\_movement\\_in\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Environmental_movement_in_the_United_States)

Out of the Wild -- A CONVERSATION BETWEEN WILLIAM CRONON AND MICHAEL POLLAN – Orion.

<http://www.orionmagazine.org/index.php/articles/article/7811>

### **Optional Supplemental Readings and Resources**

Cizmar (2013) Portland, Pre-pilgrim. *Willamette Week*.  
[http://www.wweek.com/portland/article-21530-portland\\_pre\\_pilgrim.html](http://www.wweek.com/portland/article-21530-portland_pre_pilgrim.html)

To practice ecopsychology requires engaging the concept of environmentalism. Read the Wikipedia entry, "Environmental Movement in the United States." In your blog post, summarize the movement, beginning with the late 19th century conservation movement through the present day. For example, what are key highlights or turning points in the movement? What aspects of the environmental movement most inform your personal vision regarding the natural environment— for example who are key role models or what key ideas motivate you? What links would you like to explore further? Discuss the dialog between William Cronon and Michael Pollan – how does this illustrate the current environmental thinking and debate? How do you expect the Wikipedia “Environmental Movement” entry to read in the next 2 to 3 decades? What issues will be prominent? Optional: discuss since Cizmar’s invocation of Portland "pre-pilgrim” and changes in the landscape prompted by European colonialization.

### **For further reading /viewing:**

Film: Kitchel, M. (2013). *A Fierce Green Fire* (shown in class 1/11/14)

## **Week of 1/27/14 Environmental Identity, beliefs and discourses**

### **Readings**

- Clayton & Myers (2009) *Conservation Psychology*
  - Chapter 2: Attitudes, values, and perceptions
  - Chapter 4: Environment and identity

### **Optional Supplemental Readings and Resources**

- Cole, E. R. (2009). Intersectionality and Research in Psychology.
- Macy, J. (1990) The greening of the self. *Dharma Gaia*

### **Prompt for blog post**

Understanding people's values, beliefs, and discourse frameworks regarding nature and the natural environment be helpful when working in an ecopsychology framework --for example, this can help to promote more effective relationships, communication or collaboration? Understanding environmental identity can also help predict and explain why someone could be aligned with an ecopsychology perspective or find it alien or off-putting,

Reference Clayton and Myers chapters to describe your basic values re. wildlife (i.e., using Kellert research typography of values), the typical discourse(s) you work from (e.g., Dryzek) and key determinants of your environmental identity (e.g., Chawla, Clayton). Optional: How can environmental identity be factored into other forms of identity using an Intersectionality perspective? Weave in Macy's transpersonal perspective into the above.

### **Optional / Supplemental Video:**

Native Perspectives on Sustainability:

<http://www.nativeperspectives.net/Videos.php>

- Asking the Right Questions - Larry Mercurieff (Aleut)
- Shared Responsibility - Roberta "Bobbie" Conner (Cayuse)

## **Week of 2/3/14: Environmental Justice**

### **Readings / Videos**

- Miniature Earth Project: What is the (human) population of the earth world was reduced to a community of 100 people?
  - <http://www.miniature-earth.com/>
- Majora Carter: Greening the Ghetto
  - <http://www.youtube.com/watch?v=gQ-cZRmHfs4>
- Urban League of Portland (2010). Environmental Justice. In The State of Black Oregon. pp. 77-86. (Review entire report for context.)
  - [www.doj.state.or.us/victims/pdf/the\\_state\\_of\\_black\\_oregon.pdf](http://www.doj.state.or.us/victims/pdf/the_state_of_black_oregon.pdf)
- Bullard, R. D. and Johnson, G. S. (2000) Environmental Justice- Grassroots activism and its impact on public policy decision making. Journal of Social Issues, 56, 555 – 578

### **Optional Supplemental Readings and Resources**

- Anthony\_and\_Soule\_1998\_A\_Multicultural\_Approach\_to\_Ecopsychology
- Opotow\_1994\_green\_justice\_conceptions\_of\_fairness

### **Prompt for blog post**

Review the videos and readings for this week. What is your experience of moving from world-size scale (e.g., in the Miniature Earth Project) to that of community environments (e.g., Majora Carter's talk and the State of Black Oregon report)? How does racial and ethnic diversity and socio-economic class inform discussions of environmental health or sustainability? And, how does this affect your sense of what ecopsychology has been (e.g., in terms of the earlier readings) and could or should be? For example: How would you prioritize issues of social justice (for other humans) compared with animal and species' rights or with the integrity of the earth's ecosystems? Finally, consider how ecopsychology can be big enough to hold multiple views on these issues.

## Part II – Therapy

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### Week of 2/10/14: Environmental Trauma

#### Readings

- Jungerson et al (2013) All trauma is not the same. *Counseling Today*
- Doherty, T. & Clayton, S. (2011) The Psychological Impacts of Global Climate Change. *American Psychologist*, 66, 265–276 (**Note Classes of impacts figure p. 266**).
- Stokols, D., Misra, S., Runnerstrom, M. G., & Hipp, J. A. (2009). Psychology in an age of ecological crisis: From personal angst to collective action. *American Psychologist*, 64, 181–193 (**Note section Behavioral, Psychological, and Health Impacts of Environmental Change p. 186**).
- Lertzman, R. (2008) The Myth of Apathy. *The Ecologist*
- Glendenning, C (1995) Technology, Trauma and the Wild. In T, Roszak, M. E Gomes, & A. D. Kanner, (Eds.) *Ecopsychology: Restoring the earth, healing the mind*. (p. 41-54). San Francisco: Sierra Club books.

#### Additional Perspectives

- Kidner (1994). Why psychology is mute about the Environmental Crisis.
- Lertzman / Norgaard Interview. *Ecopsychology*
- Berman, S. (1997). *Children's Social Consciousness and the development of Social Responsibility*. Albany, NY: State University of New York Press.. Chapter 5. Educational interventions and social responsibility. See page 122 for figure 5.1 “Despair-Empowerment Curve”

#### Prompt for blog post

This week's readings provide different entry points to approach the concept of "environmental trauma" Jungerson et al. discuss acute trauma related to natural and technological disasters. Doherty & Clayton provide a framework to understand acute, diffuse, and chronic impacts of global climate change. Stokols et al describe technological changes and hybrid "always-wired-in" lifestyles that expose people to constant input --and stress--regarding environmental events worldwide. From a psychoanalytic perspective, Lertzman proposes that apparent apathy regarding environmental issues is really a symptom of overwhelm. Glendenning describes a first-generation ecopsychology take on trauma & technology.

For your blog, discuss how these readings build on, add new information, or suggest possible applications of previous material we are surveying in the course. Potential questions to answer: Is the concept of "environmental trauma" (ET) useful? What are the mechanisms of ET, based on work such as Stokols, Jungerson or Doherty & Clayton? Have you witnessed ET in yourself or others?

The additional perspectives readings add depth to this topic. These are not required. But, if you are more interested in psychoanalytic views the Kidner paper is a classic. For discussion of denial and apathy see the Lertzman dialog. The Berman chapter provides the source for Thomas's use of the "Despair and Empowerment Curve" (p. 122).

### **Week of 2/17/14: "1<sup>st</sup> Generation Ecopsychology & Responses"**

#### **Readings**

- Original Ecopsychology Newsletter, Issues 1-5 (1994-1996).
- Early Critiques of Ecopsychology: White (1998)

#### **Additional Perspectives**

- Early Empirical Ecopsychology: Bragg (1996)
- Reser (1995) *Whither Environmental Psychology...*
- Doherty (2009). Joseph Reser The Ecopsychology Interview.

#### **Prompt for blog post**

Scan the original issues of the *Ecopsychology Newsletter*, circa 1994-1996. Read at least one article per issue in depth. Compare this vision of ecopsychology with the supportive yet critical review offered by White (1998). With the benefit of hindsight, what are your thoughts on the differences and similarities between the early, so-called "first-generation" ecopsychology thinkers, exemplified by the newsletter writers, and their commentators/critics exemplified by White chapter (and by Reser's 1995 article in the optional readings)? What aspects of the first-generation ecopsychology vision were problematic for commentators in mainstream psychiatry or environmental psychology (and vice versa)?

Additional Perspectives readings give further depth on these 1990's debates: see the 2009 *Ecopsychology Journal* interview between Joseph Reser and Thomas Doherty. Note that the paper by Elizabeth Bragg (1996) helps to bridge the ideas and methods of the first-generation environmentalist, ecopsychology thinkers and their more empirical commentators. We'll look at this directly seminal paper later in the course.

**\*\*\*\* Class Weekend # 2, Feb 22-23, 2014 \*\*\*\*****Week of 2/24/14: Developmental & Lifespan Perspectives****Readings**

- Clayton & Myers (2009) *Conservation Psychology*
  - Chapter 4: Environment and identity Review (See pages 55-59)
- Chawla 2007 Childhood Experiences Associated with Care for the Natural World- A Theoretical Framework for Empirical Results. *Children, Youth and Environments, 17*.
- David Sobel's Children and Nature "Play Motifs" (Design Principles) — A Summary
- Kempton Holland (2003) Identity and sustained environmental practice. In S. Clayton & S. Opatow (Eds.), *Identity and the natural environment*. Cambridge, MA: MIT Press. -- (See pages 331-336)

**Additional Perspectives**

- Rust (2009). Why and how to therapists become ecotherapists. In Buzzell & Chalquist *Ecotherapy*
- Sobel (1993) *Children's Special Places: Exploring the Role of Forts, Dens, and Bush Houses in Middle Childhood* (Tucson, AZ: Zephyr Press, 1993) - Ch.4 Adult Memories
- Scopellitia, & Giuliana (2004) *Choosing restorative environments across the lifespan- A matter of place experience*

**Prompt for blog post**

Blog post can be student-directed. Make a point to highlight ways that you are assimilating, accommodating to or thinking about applying the concepts and materials in the week's readings. Try to sketch out your post before you compose it and aim for brevity and clarity in your contribution (e.g., what are you trying to say; what is the best order to arrange your points; what is your key point?)

## **Week of 3/3/14: Ecopsychology and the Arts**

**REMINDER: Environmental Behavior Observation & Change Project Due Thurs April 3.** See details above. Suggested dates: Begin observation week #1 on March 3. Use Spring Break as Week #4. We will debrief in class on April 12.

### **Readings**

- Chameides 2013 Are Artists the Ultimate Environmentalists?
  - <http://conservationmagazine.org/2013/10/artists-ultimate-environmentalists/>
- Ecopsychology Narratives Class 2013 Poetry Selections
- International League of Conservation Photographers Site:
  - <http://www.ilcp.com/>

### **Recent Films to view from an Ecopsychology perspective**

#### Non-fiction

- *Life in a Day* <http://www.youtube.com/user/lifeinaday>
- *Chasing Ice*
- *Grizzly Man*

#### Fiction

- *Promised Land*
- *Melancholia*
- *Avatar*
- *Fitzcarraldo*
- *Dances with Wolves*
- *Whale Rider*
- *Erin Brockovich*
- *Fern Gully*
- *A River Runs Through It*

### **Additional Perspectives**

- Zinoman (2013, Feb 7). Fate of the Earth Takes Center Stage - 'This Clement World,' a Play About Climate Change - NYTimes.com
- Frazier (2013). In the Beautiful, Threatened North. Review of *Arctic Voices: Resistance at the Tipping Point*. New York Review of Books
- Sewall, L. (2012). Chapter 10 Beauty and the Brain. In Kahn, P. H. & Hasbach, P. H. (2012). *Ecopsychology: Science, Totems, and the Technological species*. Cambridge, MA: MIT Press.

### **Prompt for blog post**

For this week, focus on one work of art (or small self curated group) and discuss it from an ecopsychology perspective. How does the artwork allow for creative

expression or eco-therapeutic benefits that are difficult to achieve in other modalities. Make clear reference to ecopsychology principles or concepts. Try to choose works of “art” (i.e., literature, painting, sculpture, photograph, film, etc. created to be beautiful or to express an important idea or feeling) rather than environmentalist polemics, fact-based documentaries, or editorials.

### **Week of 3/10/14: Behavior Change**

#### **Readings**

- Mackenzie-Mohr, D. (1999). *Fostering sustainable behavior*. Online version. <http://www.cbsm.com/pages/guide/preface/>
  - Access online and read Sections: Fostering Sustainable Behavior, and Steps 1-5.

#### **Optional Supplemental Readings and Resources**

- Schultz (2011) Conservation Means Behavior. *Conservation Biology*, 25, 1080–1083
- Amel, Manning & Scott (2009) Mindfulness and Sustainable Behavior- Pondering Attention and Awareness as Means for Increasing Green Behavior. *Ecopsychology*, 1, 14-25
- Clayton & Myers (2009) *Conservation Psychology*
  - Chapter 4: Environment and identity (Review pages 68-72)
- Stern. P. (2000). Toward a Coherent Theory of Environmentally Significant Behavior. *Journal of Social Issues*, 56, 407–424
- Websites:
  - Google: “Campus Energy Challenge”
  - Behavioral Wedge website
  - Tools for Change site

#### **Prompt for blog post**

Individual and system-wide behavior change is a major focus in all variations of environmental psychology. Discuss what research says about what “works” regarding behavior change and how does that differ from what most people think works? Optional: How may you apply this in your work, in your life?

## Part III Sustainability

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### Week of 3/17/14: “Personal Sustainability” – Individual Approaches

#### Readings

- Harre, N. (2012). *Psychology for a Better World*. – Download and read Chapters 2,3,6
  - <http://www.psych.auckland.ac.nz/en/about/our-staff/academic-staff/niki-harre/psychologyforabetterworld.html>
- Niki Harre Video: [http://www.youtube.com/watch?v=2zExibEV\\_PY](http://www.youtube.com/watch?v=2zExibEV_PY)

#### Additional Perspectives

- Randall (2009) Loss and Climate Change: The Cost of Parallel Narratives. *Ecopsychology*, 3, 118-129
- Thomashow M (1995). *Ecological Identity*. Chapter 5 Ecological Identity & Healing (see **Eco-confessional Exercise**, p. 151-154)
- Doherty practice videos: <http://selfsustain.com/>,  
<http://selfsustain.com/consulting>

#### Prompt for blog post

Blog post can be student-directed. Make a point to highlight ways that you are assimilating, accommodating to or thinking about applying the concepts and materials in the week's readings. Try to sketch out your post before you compose it and aim for brevity and clarity in your contribution (e.g., what are you trying to say; what is the best order to arrange your points; what is your key point?)

### Week of 3/24/14: Spring Break – **No Assignments**

## **Week of 3/31/14: “Radical Ecopsychology”**

### **NOTE: Environmental Behavior Observation & Change Project Due Thurs April 3.**

- Fisher, A. (2012), What is Ecopsychology? A Radical View. In Kahn & Hasbach (Eds.) *Ecopsychology: Science, Totems, and the Technological Species*. Cambridge, MA: MIT Press
- Doherty, T.J. (2011). Ecopsychology: The Andy Fisher Interview
- Hawken, P. (2007). To remake the world. *Orion / Common Dreams*
- Hawken Video:  
[http://www.blessedunrest.com/media/BLESSED\\_UNREST\\_300x400.mov](http://www.blessedunrest.com/media/BLESSED_UNREST_300x400.mov)

### **Additional Perspectives**

- Watkins, M. (Fall 2012) Revolutionary Leadership: From Paulo Freire to the Occupy Movement. *Journal for Social Action in Counseling and Psychology*, 4
- Angus, I. (2013). The Myth of ‘Environmental Catastrophism’ *Monthly Review*, 65, Issue 04 (September)
  - <http://monthlyreview.org/2013/09/01/myth-environmental-catastrophism>
- *Chalquist (2010) Earth is not my mother-Toward contemporary styles of earthy discourse – ReVision (Prepublication Version)*

### **Prompt for blog post**

This week’s readings focus on “radical” views of ecopsychology-- radical in terms of deep or fundamental change-- and role models who are consciously working on alternative forms. What can you learn from these thinkers and leaders? As noted above, a view in this course is: “that ‘conventional’ or research-based approaches to ecopsychology (e.g., integrating a nature-based techniques into mainstream counseling practice) and “radical” approaches (i.e., those envisioning fundamental changes to society and the counseling enterprise) can co-exist, and in fact support each other.” What are your thoughts?

## **Week of 4/7/14: The Natural Environment and Health**

### **Readings**

- Weir (2013), Design in mind: Psychologists can help to design smart, sustainable spaces for the 21st century. *Monitor on Psychology*.
  - <https://www.apa.org/monitor/2013/11/cover-design.aspx>
- Frumkin (2001) Beyond toxicity - Human health and the natural environment.
- *Conservation Psychology*
  - Chapter 5: Theoretical foundations for the human response to nature (Note sections on Attention Restoration Theory & Biophilia)
- LHHL Site: <http://lhhl.illinois.edu/>

### **Additional Perspectives**

- Donovan 2011 Urban trees and the risk of poor birth outcomes. *Health & Place* 17 390–393
- Albrecht , G. (2012). Psychoterratic Conditions in a Scientific and Technological World 241-265. In Kahn & Hasbach (Eds.) *Ecopsychology: Science, Totems, and the Technological Species*. Cambridge, MA: MIT Press
- *Conservation Psychology*
  - Chapter 6: Domestic nature: Cohabiting with animals and plants
- Alison Selby, Alexa Smith-Osborne 2012 A Systematic Review of Effectiveness of Complementary and Adjunct Therapies and Interventions Involving Equines. *Health Psychology*, 32, 418–432

### **Prompt for blog post**

Blog post can be student-directed. Make a point to highlight ways that you are assimilating, accommodating to or thinking about applying the concepts and materials in the week's readings. Try to sketch out your post before you compose it and aim for brevity and clarity in your contribution (e.g., what are you trying to say; what is the best order to arrange your points; what is your key point?)

**\*\*\*\* Class Weekend #3 April 12-13, 2014 \*\*\*\*****Week of 4/14/14: Big Systems – Changing Government and Policy****Readings**

- Opatow, S. & Brooke, A. T. (2003). Identity and exclusion in rangeland conflict. In S. D. Clayton & S. Opatow (Eds.). *Identity and the Natural Environment*. pp. 249-272. Cambridge, MA: MIT Press.
  
- McCloskey, M. (2013) *Preserving Oregon's Environment* (Chapters 1, 2, 6)

**Additional Perspectives**

- Review Hawken readings and video
- Mock, B. (2014). Tough act to follow: 50-year-old civil rights law still the environmental justice standard. *Grist*:
  - [http://grist.org/cities/tough-act-to-follow-50-year-old-civil-rights-law-still-the-environmental-justice-standard/?utm\\_source=newsletter&utm\\_medium=email&utm\\_term=Living%2520Feb%252020&utm\\_campaign=living](http://grist.org/cities/tough-act-to-follow-50-year-old-civil-rights-law-still-the-environmental-justice-standard/?utm_source=newsletter&utm_medium=email&utm_term=Living%2520Feb%252020&utm_campaign=living)
- Lubitow & Miller (2013). Contesting Sustainability: Bikes, Race, and Politics in Portlandia. *Environmental Justice*, 6: 121-126.

**Prompt for blog post**

How are environmental victories made? What are some strategies?

## **Week of 4/21/14: Reflection and Portfolio Project**

### **Readings**

- Roszak (2001) *Afterward: Ecopsychology Since 1992*. In Roszak, T. (1992 / 2001). *The voice of the earth*.
- Doherty (2007) *A Peer Reviewed Journal for Ecopsychology*. *Ecopsychology, 1*
- Kahn & Hasbach (2012). *Ecopsychology: Science, Totems, and the Technological species*
  - Introduction
- Kahn & Hasbach *Ecopsychology Interview*

### **Assignments: No Blog Due, Complete Portfolio**

Integrating question for portfolio: How might the evolution of ecopsychology from 1992-2012 (as illustrated in the readings and interview) mirror your evolution in this course?

1:1 Meetings with Instructor (optional, encouraged)

## **Week of 4/28/14: Post Semester**

1:1 Meetings with Instructor (optional, encouraged)

## **Week of 5/5/14 – Grades Due**

1:1 Meetings with Instructor (optional, encouraged)