

Boston College | Fall 2021 | THEO1713.01/02
Grief and Resistance: Theological Responses to Climate Change



Class Schedule: MWF 9-9:50am (Stokes 286S) or 1-1:50pm (Stokes 107S)

Instructor: Russell C. Powell, PhD
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Office hours: MW 11-12pm or by appointment
Stokes N252 (Classics Department)

“Rain Light”
by W.S. Merwin

All day the stars watch from long ago
my mother said I am going now
when you are alone you will be all right
whether or not you know you will know
look at the old house in the dawn rain
all the flowers are forms of water
the sun reminds them through a white cloud
touches the patchwork spread on the hill
the washed colors of the afterlife
that lived there long before you were born
see how they wake without a question
even though the whole world is burning

PAIRED ENDURING QUESTIONS COURSE DESCRIPTION

Today's generation of college students face twin existential crises: rampant gun violence and a rapidly changing climate. While these crises can induce us to despair, our paired courses will examine the response of grief as a site of theological, social, and political creativity. In one course, we consider how grief in the wake of various forms of gun violence is shaped by social inequalities, but also used to motivate resistance. In the other, we explore the theological and moral resonances of our grief over deteriorating planetary systems and the inequalities produced therefrom. Ultimately, we consider how hope can be won amidst these crises.

THEO1713 COURSE DESCRIPTION

The purpose of this course is to introduce students to the dynamics and methods of theological reflection in an academic setting. Not only will we explore key questions and themes of enduring significance in conversation with classic texts, ideas, and practices that animate the Christian theological tradition, but we will do so by contextualizing these questions in relation to a great (perhaps the greatest) moral challenge of our time: climate change. What is theology? What is the ultimate horizon of our lives? What does it mean to be human? Who is Jesus Christ? And how can we know and serve the common good? These questions will orient our focus this semester. Our task will be to answer them specifically in light of their implications for how we might best respond (both in our personal and public lives) to Earth's rapidly changing climate.

Although this course is designed as an aid to students' exploration of their own worldviews and deepest commitments, which need not be Christian (or even nominally religious), it is also designed to help every student develop their understanding of the Christian faith and its place in the contemporary world. One important way Christianity functions in contemporary Western society is by providing a vocabulary, intellectual scaffolding, and set of moral resources for responding to individual and collective expressions of *grief*. This theme will serve as the fulcrum around which our examination of the Christian tradition and the problem of climate change will hinge. First, we will acquaint ourselves with the problem of climate change and consider our own sense of grief at the destabilization of planetary life systems. Next, we will complete a survey of some core themes in the history of Christian theology, along the way considering the theological ramifications of grief as these have been imagined in relation to climate catastrophe. And finally, we will examine how Christian theology can be enlisted in political resistance movements opposing those systems responsible for perpetuating climate change and its many harms.

Importantly, our theological reflections on grief will be done with an eye toward their relevance to the paired Enduring Questions course in which THEO1713 students are also enrolled, SOCY172601/02: Grief and Resistance: Social Responses to Gun Violence.

LEARNING OUTCOMES

Students who successfully complete this course will be able to:

1. Appreciate and constructively engage the perennial quests for truth and meaning that generate theological insight in the Christian tradition;
2. Demonstrate a working understanding of the basic texts, ideas, and practices that shape Christian theology, especially as these are expressed in relation to such a pressing contemporary moral and political issue as climate change;
3. Understand and constructively engage the dynamic relationship between theological truth claims and their moral implications to climate change, doing so on both personal and societal levels;
4. Constructively engage the various disciplinary methods required for meaningful theological reflection, including textual, historical, social, and cultural analysis;
5. Be able to relate theological inquiry to the enduring questions that animate the broader liberal arts tradition in a way that welcomes a diversity of backgrounds, perspectives, and experiences.

SKILLS DEVELOPMENT

By the semester's end, students will have:

1. Developed more effective oral and written communication skills through class discussion, reflection/writing assignments, critical thinking/writing workshops etc.;
2. Become more perceptive, reflective, integrative, and critical thinkers, readers, and writers able to engage meaningful conversations within a university setting;
3. Become more active and attentive listeners to others and to themselves while cultivating an openness, respect, and appreciation for their own and others' spiritual development;
4. Developed an appreciation of other forms of theological "text" (e.g., film, poetry, social criticism, personal experience and testimony, etc.);
5. Deepened their awareness of their own selves and their own vocational interests.

COURSE REQUIREMENTS AND GRADING

<i>Course Engagement—25%</i>	
Attendance and Participation	15%
Canvas Discussion Board Posts	10%
 <i>Writing Assignments—60%</i>	
4-5-page written responses (3)	30% (10% each)
Workshop intake surveys (3)	15% (5% each)
Final Paper	15%
 <i>EQ Joint Assignments—15%</i>	
Reflection session participation	5%
Film Response	10%

Attendance Policy

- Students are expected to attend classes regularly and on time. Attendance will be checked by the instructor at the beginning of every class meeting.
- Students are allowed 2 unexcused absences. 3 or more unexcused absences will drop the student's grade. An excused absence is an absence with permission for an urgent and documentable reason. Absences will be considered excused only through a Dean's, doctor's, or Athletic Director's note or if you are absent for religious reasons. An excused absence is one that is approved (not presumed) in advance by the professor or where medical documentation is submitted after the fact. Please be in touch with the instructor within 24 hours of your absence to receive his agreement that the absence is excused. Job interviews, holiday, and end-of-semester airline bookings are not considered acceptable excuses.
- Penalties:
 - (a) For repeated tardiness: 3 late arrivals in class = 1 unexcused absence. Habitual tardiness therefore will drop a student's grade.
 - (b) For unexcused absences: going beyond the allowance will result in a 3-point penalty assessed to the student's final course grade for each absence incurred. For example, if your final grade is 94 (A) but you had 3 unexcused absences, you will receive a 91 (A-); if you have 4 unexcused absences, you will get an 88 (B+); and so on.

Participation

Participation in our course includes *reading the assigned readings* for each class; *bringing the assigned texts* to class; and *regular and thoughtful participation* in class discussions. This includes active and attentive listening. Importantly, *all students* are asked to meet with Professor Powell during his office hours *at least once* before October 15. Additionally, on Canvas students are required to complete *at least one* discussion board post of at least 150 words per every two weeks of class on an assigned reading of their choice, as well as required to respond to *at least one* of their peers' discussion board posts (in at least 150 words) per every two weeks. More instruction on what is expected of these posts/responses will be provided in class.

Written Responses

Students are required to complete three (3) 4-5-page written assignments over the course of the semester. Each assignment will provide a choice of prompts to which students will elect to respond. Instructions for written responses will be provided in class and due dates for these assignments are listed on the course schedule below.

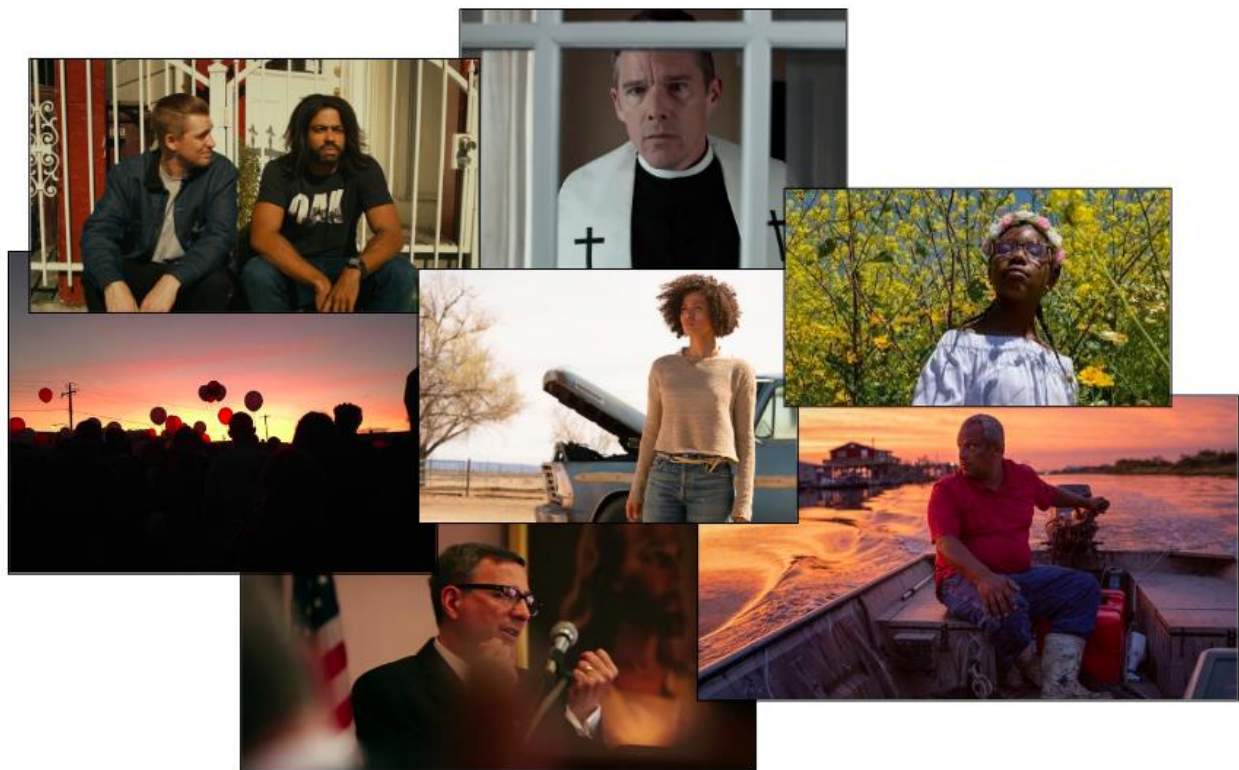
Writing Workshops

We will complete three (3) different writing workshops this fall. The object of these workshops will be for all class participants to read a different section from an article-in-progress of Professor Powell's based on the themes, readings, and overall aims of the course. After receiving Professor Powell's writing approximately one week prior to each workshop, students will read said portion of writing and complete an intake survey in

response, bringing that to class with them for the appropriate workshop. Workshops will consist of critiquing Professor Powell's writing and seeking to strengthen its claims and focus. *The final paper students will complete will consist of their each writing an introductory section to the collective work of Professor Powell's they read during the semester.* After creating a composite introductory section based on students' work, Professor Powell will append a conclusion section to the paper and submit the work for publication with a professional peer-reviewed journal where students will receive co-author credit.

Additional instruction for writing workshops and students' final papers will be provided in class.

Film Responses (EQ Joint Assignment)



This semester our joint EQ classes will meet at various points to view both narrative and documentary films relevant to climate change, American gun violence, and their theological/sociological resonances. Professor Gross and I will offer weekly reflection prompts to help students keep track of their responses to this semester's films. At the end of the semester, students will write a response to the prompt: How do experiences of grief lead to practices of resistance? Students will be asked to draw on both sociological and theological resources to answer the question, relating their response to the films viewed this semester in substantive ways. A more detailed description of this progressive assignment is available on the course Canvas page.

Reflection Session Participation

On three Wednesdays this fall (September 15, November 10, and December 1) we will meet for an evening reflection section. We will also meet for a Saturday fieldtrip on October 16. These reflection sessions will be combined between both “Grief and Resistance” courses *and* both sections—i.e., all students in the EQ course pair will attend together. Each Reflection Session may have a small exercise or activity to be completed in advance of the session, during the session, or after. More details will be forthcoming.

UNIVERSITY POLICIES

1. **Academic Integrity:** Essays, papers, and exams must be completed in conformity with Boston College’s standards of academic integrity. Violations will be reported to the Dean’s Office and reviewed by the College’s Committee on Academic Integrity. Plagiarism, cheating, or collusion will result in no credit being awarded for any given assignment and possible failure of the course; further penalties from the university include probation, suspension, or permanent expulsion. The university’s academic integrity policy may be found at <http://www.bc.edu/offices/stserv/academic/integrity.html>. If there are any questions or doubts regarding academic integrity or plagiarism, please speak with the instructor.
2. **Assistance for Persons with Disabilities:** If you are a student with a documented disability seeking reasonable accommodations in this class, kindly approach the instructor and to provide official notification within the first two weeks of class. It may also help to contact Kathy Duggan, 617-552- 8093, dugganka@bc.edu, Director of the Connors Family Learning Center regarding disabilities and ADHD, or Rory Stein, 617-552-3470, rory.stein@bc.edu, Assistant Dean for Disabilities, regarding all other types of disabilities, including temporary disabilities. Advance notice and appropriate documentation are required for accommodations.
3. **Title IX Protections:** Boston College upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to <http://www.bc.edu/offices/diversity/compliance/TitleIX.html> or contact Melinda Stoops, the University's Title IX Coordinator for Students, at 617-552-3482 or by email at stoopsme@bc.edu. You can also receive assistance 24-hours a day by calling BC’s Sexual Assault Network (SANet) at 617- 552-2211.

CLASSROOM AND COMMUNICATION ETIQUETTE

1. **Technology:** The use of laptops and tablets for note-taking purposes is not allowed. According to research, these tend to be a distraction to students and the entire class in general (see: <https://nyti.ms/2A16esX> and <https://bit.ly/344t7bQ>). Cellphones are to be silenced during class. If you are expecting an important phone call, please notify the instructor. Texting and typing e-mails on your mobile phones during class

are also not allowed. Doing so is a distraction not only to the student involved, but to the rest of the class, including the instructor.

2. *Late Submissions*: Unless noted specifically in the instructions for each requirement, late submissions will result in the following deductions: your grade will be reduced by a third of a letter grade per day late. (e.g., If the instructor determines that the grade merited for the paper is a B+, the grade will be dropped to a B if it is one day late, B- if it is two days late, etc.).
3. *Extensions*: If a student wishes to request an extension for a reflection paper due to extenuating circumstances, they must speak with the professor at least *2 days prior* to the due date of the assignment in order for the request to be considered.
4. *Office hours*: Please do not hesitate to schedule a time to see me outside my regular office hours. My normal office hours are listed at the top of this syllabus. You are free to drop by during those times.
5. *Email*: I generally respond to emails within 24 hours, except on weekends and holidays. Please bear in mind that I usually check my inbox within regular and reasonable office hours (8am-6pm) during the week, including and particularly during exam periods. Usually it is better to schedule a time to meet with me if you have any questions or clarifications about course content.

REQUIRED TEXTS

The following texts have been made available at the BC bookstore:

- Robert Jensen, *“Can These Bones Live?” A Theology in Outline* (New York: Oxford UP, 2016)
- Pope Francis, *Laudato Si’: On Care for Our Common Home*, Encyclical Letter (Huntington, Ind.: Our Sunday Visitor, 2015)
- Kevin J. O’Brien, *The Violence of Climate Change: Lessons of Resistance from Nonviolent Activists* (Washington, D.C.: Georgetown UP, 2017)

COURSE CALENDAR AND ASSIGNMENTS

The following is subject to adjustment based on unforeseen and/or extenuating circumstances. Readings listed not contained in required course texts will be provided electronically via Canvas:

Date (Week)	Topic	Reading Assignment	Due
M, Aug. 30 (week 1)	Introductions	Terry Tempest Williams, “Special Episode, ‘An Obituary for the Land,’” <i>The Daily</i> , Sep. 18, 2020 (transcript also)	

		available at link) [PODCAST]	
W, Sep. 1	What is Climate Grief?	<p>Panu Pihkala, "Climate Grief: How We Mourn a Changing Planet," <i>BBC.com</i>, April 2, 2020 [ARTICLE]</p> <p>Katharine M. Preston, "Mourning for the Earth: To Confront Climate Change, We May Need to First Deal with Our Grief," <i>Sojourners</i>, August 2013 [ARTICLE]</p>	
F, Sep. 3	EQ Preliminary Joint Class		
M, Sep. 6 (2)	NO CLASS (LABOR DAY)		
W, Sep. 8	Six Types of Grief	Kenneth Mitchell and Herbert Anderson, <i>All Our Losses, All Our Grievs</i> , "The Nature of Loss," 35-51 [CHAPTER]	
F, Sep. 10	Climate Grief and Ambiguous Loss	Pauline Boss, <i>Ambiguous Loss: Learning to Live with Unresolved Grief</i> , "Leaving Without Goodbye," 26-44 [CHAPTER]	Canvas discussion board post and response due (1)
M, Sep. 13 (3)	Climate Grief and Chronic Sorrow	Susan Roos, <i>Chronic Sorrow: A Living Loss</i> , Portions of "What Is Chronic Sorrow" and "Existential Issues," 23-35, 131-152 [PORTIONS OF CHAPTERS]	
Sep. 15	Climate Change and Disenfranchised Grief	Jeffrey Kauffman, "The Psychology of Disenfranchised Grief: Liberation, Shame, and	

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		Self-Disenfranchisement," in <i>Disenfranchised Grief: New Directions, Challenges, and Strategies for Practice</i> , ed. Kenneth Doka, 61-78 [CHAPTER]	
Sep. 15	Reflection Session 1 (6-7:50pm): Visit from Rick Rossi, Pastoral Counselor, Boston College: Effective Ways of Coping with Grief		
Sep. 17	EQ Joint Class 1a: <i>Blindspotting</i> [FILM; IN CLASS], 2018		
Sep. 20 (4)	Writing Workshop 1	Russell C. Powell, "Grief and Resistance" [SECTION I]	Intake survey 1 (bring to class)
Sep. 22	Climate Grief and Disrupted Narratives	Christian Smith, <i>Moral, Believing Animals</i> , "Living Narratives," 63-94 [CHAPTER]	
Sep. 24	EQ Joint Class 1b: <i>Fast Color</i> [FILM; IN CLASS], 2019		Canvas discussion board post and response due (2)
Sep. 27 (5)	What is Christian Theology?	Tara Isabella Burton, "Study Theology, Even if You Don't Believe in God," <i>The Atlantic</i> , Oct. 30, 2013 [ARTICLE] Robert Jenson, <i>A Theology in Outline</i> , "What Is Theology?" and "Israel," 6-25 [TWO CHAPTERS]	
Sep. 29	Who Was Jesus?	Robert Jenson, <i>A Theology in Outline</i> ,	

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		“Jesus and Resurrection” and “The Triune God,” 26-51 [TWO CHAPTERS]	
Oct. 1	EQ Joint Class 1c: Discussing <i>Fast Color</i> and <i>Blindspotting</i>		First 4-5-page writing response due
Oct. 4 (6)	Creation and Anthropology	Robert Jenson, <i>A Theology in Outline</i> , “Creation” and “The Image of God,” 52-71 [TWO CHAPTERS]	
Oct. 6	Sin, Salvation, and the Church	Robert Jenson, <i>A Theology in Outline</i> , “Sin and Salvation” and “Church,” 72-102 [TWO CHAPTERS]	
Oct. 8	EQ Joint Class 2a: <i>Our Philadelphia</i> and <i>Club with No Name</i> [FILMS; IN CLASS]		Canvas discussion board post and response due (3)
Oct. 12 [TUESDAY CLASS FOLLOWING INDIGENOUS PEOPLES’ DAY] (7)	Christianity and Modernity	Robert Jenson, <i>A Theology in Outline</i> , “Can These Bones Live?” 103-115 [CHAPTER]	
Oct. 13	Climate Change: A Theological Problem	Sallie McFague, <i>A New Climate for Theology: God, the World, and Global Warming</i> , “Introduction” and “Global Warming: A Theological Problem,” 1-5; 27-40 [TWO CHAPTERS] Morgan Lee, “Australia Fires Lead to Canceled Mission Trips, Church Climate Change Conversations,” <i>Christianity Today</i> , January 10, 2020 [ARTICLE]	

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Oct. 15	EQ Joint Class 2b: <i>Last Call for the Bayou</i> [FILM]; IN CLASS], 2019		
Oct. 23 [SATURDAY FIELD TRIP]	Reflection Session 2 (TBD): Visit to Local Boston Anti-Gun Violence Organization		
Oct. 18 (8)	Reimagining Theological Language	Sallie McFague, <i>Metaphorical Theology: Models of God in Religious Language</i> , "Toward a Metaphorical Theology," 1-30 [CHAPTER]	
Oct. 20	Reimagining God and the World	Sallie McFague, <i>Models of God: Theology for an Ecological, Nuclear Age</i> , "God and the World," 59-88 [CHAPTER]	
Oct. 22	EQ Joint Class 2c: Discussing <i>Our Philadelphia</i> , <i>Club with No Name</i> , and <i>Last Call for the Bayou</i>		Canvas discussion board post and response due (4)
Oct. 25 (9)	Reimagining Christology	Sallie McFague, <i>The Body of God: An Ecological Theology</i> , "Christology: The Body of God," 159-195 [CHAPTER]	
Oct. 27	Reimagining Christian Ethics	Sallie McFague, <i>A New Climate for Theology: God, the World, and Global Warming</i> , "How Shall We Live? Christianity and Planetary Economics," 81-99 [CHAPTER]	

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Oct. 29	EQ Joint Class 3a: <i>First Reformed</i> [FILM ; IN CLASS], 2018		
Nov. 1 (10)	Writing Workshop 2	Russell C. Powell, "Grief and Resistance" [SECTION II]	Second intake survey (bring to class)
Nov. 3	<i>Laudato Si'</i>	Pope Francis, <i>Laudato Si': On Care for Our Common Home</i> , Encyclical Letter, "Laudato Si', Mi Signore" and "What Is Happening to Our Common Home," 7-43 [TWO CHAPTERS]	
Nov. 5	EQ Joint Class 3b: <i>Armor of Light</i> [FILM ; IN CLASS], 2015		Canvas discussion board post and response due (5) Second 4-5-page writing response due
Nov. 8 (11)	<i>Laudato Si'</i>	Pope Francis, <i>Laudato Si': On Care for Our Common Home</i> , Encyclical Letter, "The Gospel of Creation" and "The Human Roots of the Ecological Crisis," 45-91 [TWO CHAPTERS]	
Nov. 10	<i>Laudato Si'</i>	Pope Francis, <i>Laudato Si': On Care for Our Common Home</i> , Encyclical Letter, "Ecological Education and Spirituality," 133-160 [CHAPTER]	
Nov. 10	Reflection Session 3 (6-7:50pm): Guest Speaker, Jim Antal		
Nov. 12	EQ Joint Class 3c: Discussing <i>First</i>		

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	<i>Reformed and Armor of Light</i>		
Nov. 15 (12)	Grief Motivating Resistance	Judith Butler, <i>Precarious Life: The Powers of Mourning and Violence</i> , "Violence, Mourning, Politics," 19-49 [CHAPTER]	
Nov. 17	Climate Change and Nonviolent Resistance	Kevin J. O'Brien, <i>The Violence of Climate Change: Lessons of Resistance from Nonviolent Activists</i> , "Nonviolent Resistance," 40-60 [CHAPTER]	
Nov. 19	EQ Joint Class 4a: <i>A Love Song for Latasha</i> (2019) [FILM; IN CLASS] and visit from Red Rebels (Extinction Rebellion)		Canvas discussion board post and response due (6)
Nov. 22 (13)	Moral Purity and Its Discontents (REMOTE CLASS— PROFESSOR POWELL AWAY)	Kevin J. O'Brien, <i>The Violence of Climate Change: Lessons of Resistance from Nonviolent Activists</i> , "John Woolman's Moral Purity and Its Limits," 63-90 [CHAPTER]	
Nov. 24	NO CLASS (THANKS-GIVING)		
Nov. 26	NO CLASS (THANKS-GIVING)		
Nov. 29 (14)	Faith, Hope, and Love	Kevin J. O'Brien, <i>The Violence of Climate Change: Lessons of Resistance from Nonviolent Activists</i> , "Dorothy Day and the Faith to Love," 119-146 [CHAPTER]	

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Dec. 1	Living with Uncertainty	Kevin J. O'Brien, <i>The Violence of Climate Change: Lessons of Resistance from Nonviolent Activists</i> , "Martin Luther King Jr.'s Hope for an Uncertain World," 146-171 [CHAPTER]	Third 4-5-page writing response due
Dec. 1	Reflection Session 4 (6-7:50pm): Reflections and Conclusions		
Dec. 3	NO CLASS 7pm: ILA Panel focused on <i>Our Philadelphia</i>		Canvas discussion board post and response due (7)
Dec. 6 (15)	Liberating the Future	Kevin J. O'Brien, <i>The Violence of Climate Change: Lessons of Resistance from Nonviolent Activists</i> , "Cesar Chavez and the Liberating Power of Sacrifice," 172-195 [CHAPTER]	Film response due
Dec. 8	Writing Workshop 3 and Conclusions	Russell C. Powell, "Grief and Resistance" [SECTION III]	Third intake survey (bring to class)

Study days begin December 10. *Students' final paper is due December 14 at 10AM*, or the exam time assigned our class.

ADDITIONAL RESOURCES

Music

A [Spotify playlist](#) has been created for our class that contains representative examples of climate-related grief in contemporary popular music. That playlist includes:

The 1975, "The 1975," *Notes on a Conditional Form*, 2020 [[MUSIC VIDEO](#)]

ANOJNI, "4 Degrees" [[SONG](#)], *Hopelessness*, 2016

Bon Iver, "Hey, Ma," *i,i*, 2019 [[SONG](#)]

Bon Iver, "Holyfields," *i,i*, 2019 [[SONG](#)]

Bon Iver, "Jelmore," *i,i*, 2019 [[SONG](#)]

Bon Iver, "Naeem," *i,i*, 2019 [[MUSIC VIDEO](#)]

Bon Iver, "Salem," *i,i*, 2019 [[SONG](#)]

Billie Eilish, "all the good girls go to hell," *WHEN WE ALL FALL ASLEEP, WHERE DO WE GO?* 2019 [[MUSIC VIDEO](#)]

Andrew Bird, "Manifest," *My Finest Work Yet*, 2019 [[MUSIC VIDEO](#)]

Childish Gambino, "Feels Like Summer," 2018 [[MUSIC VIDEO](#)]

Cut Copy, "Running in the Grass," *Freeze, Melt*, 2020 [[MUSIC VIDEO](#)]

Lana Del Rey, "The Greatest," *Norman Fucking Rockwell!* 2019 [[SONG](#)]

DJ Koze, "Muddy Funster," *knock, knock*, 2017 [[SONG](#)]

FOALS, "Like Lighting," *Everything Not Saved Will Be Lost Part II*, 2019 [[MUSIC VIDEO](#)]

Grimes, "Before the Fever," *Miss Anthropocene*, 2020 [[SONG](#)]

Jayda G, "Orca's Reprise," *Significant Changes*, 2019 [[SONG](#)]

Blake Mills, "Summer All Over," *Mutable Set*, 2020 [[MUSIC VIDEO](#)]

Mos Def, "New World Water," *Black on Both Sides*, 1999 [[SONG](#)]

Kelly Lee Owens, "Melt!" *Inner Song*, 2020 [[MUSIC VIDEO](#)]

Radiohead, "Idioteque," *Kid A*, 2000 [[SONG](#)]

Joan Shelley, "The Fading," *Like the River Loves the Sea*, 2019 [[MUSIC VIDEO](#)]

Short Fictions, "Cities Under Water," *Fates Worse Than Death*, 2020 [[SONG](#)]

Sylvan Esso, "PARAD(w/m)E," Single, 2018 [[MUSIC VIDEO](#)]

Weyes Blood, "A Lot's Gonna Change," *Titanic Rising*, 2019 [[SONG](#)]

Weyes Blood, "Wild Time," *Titanic Rising*, 2019 [[MUSIC VIDEO](#)]

Thom Yorke, "And It Rained All Night," *The Eraser*, 2006 [[SONG](#)]

Thom Yorke, "Hands Off the Antarctic," Single, 2018 [[MUSIC VIDEO](#)]

Articles, Chapters, and Books

The following might serve to deepen students' reflections on climate grief and its theological import. Students also should consider exploring these resources while developing ideas for their written responses and final semester paper:

Glen Albrecht, *Earth Emotions: New Words for a New World* (Ithaca, N.Y.: Cornell UP, 2019) [BOOK]

Mary Annaise Heglar, "What Climate Grief Taught Me About the Coronavirus," *New Republic*, March 25, 2020 [[ARTICLE](#)]

Chris Baynes, "Hundreds of People Hold 'Funeral' for Swiss Glacier Lost to Global Warming," *The Independent*, September 23, 2019 [[ARTICLE](#)]

Thomas Bristow, "Towards 'Keystone Feelings': An Affective Architectonics for Climate Grief," in *Emotions in Late Modernity*, eds. Roger Patulny, et al. (London: Routledge, 2019): 311-325 [CHAPTER]

Timothy Clark, "Ecological Grief and Anthropocene Horror," *American Imago*, vol. 77, no. 1 (Spring 2020): 61-80 [[ARTICLE](#)]

Susan Clayton and Christie Manning, *Psychology and Climate Change: Human Perceptions, Impacts, and Responses* (London: Academic Press, 2018) [BOOK]

Hannah Comtesse, et al., "Ecological Grief as a Response to Environmental Change: A Mental Risk or Functional Response?" *International Journal of Environmental Research and Public Health*, vol. 18, no. 2 (2021) [[ARTICLE](#)]

Gemma Conroy, "'Ecological Grief' Grips Scientists Witnessing Great Barrier Reef's Decline," *Nature*, vol. 573 (September 2019) [[ARTICLE](#)]

Ashlee Cunsolo, et al., "Ecological Grief and Anxiety: The Start of a Healthy Response to Climate Change?" *The Lancet: Planetary Health*, vol. 4, no. 7 (July 2020): E261-E263 [[ARTICLE](#)]

Ashlee Cunsolo, et al., "'You Can Never Replace the Caribou': Inuit Experiences of Ecological Grief from Caribou Declines," *American Imago*, vol. 77, no. 1 (Spring 2020): 31-35 [[ARTICLE](#)]

Ashlee Cunsolo Willox, "Climate Change as the Work of Mourning," *Ethics and the Environment*, vol. 17, no. 2 (Fall 2012): 137-164 [[ARTICLE](#)]

Ashlee Cunsolo and Karen Landman, eds., *Mourning Nature: Hope at the Heart of Ecological Loss and Grief* (Montreal: McGill-Queen's UP, 2017) [BOOK]

Ashlee Cunsolo and Neville R. Ellis, "Ecological Grief as a Mental Health Response to Climate Change-Related Loss," *Nature* 8 (April 2020): 275-81 [[ARTICLE](#)]

Leslie Davenport, *Emotional Resiliency in the Era of Climate Change: A Clinician's Guide* (London: Jessica Kingsley Publishers, 2017), 56-66 [CHAPTER]

Teresa Dillon, "Liquid Loss: Learning to Mourn Our Companion Species and Landscapes," *Screen City Biennial 2* (October 2019) [ARTICLE]

Joern Fischer and Maraja Riechers, "From Grief to Hope in Conservation," *Conservation Biology* (2021): 1-3 [ARTICLE]

Ted Gostomski, "Grief and Change," *ISLE: Interdisciplinary Studies in Literature and Environment*, vol. 21, no. 1 (Winter 2014): 137-142 [ARTICLE]

Jeremy Hance, "Why Don't We Grieve for Extinct Species?" *The Guardian*, November 19, 2016 [ARTICLE]

Katie Hayes, et al., "Climate Change and Mental Health: Risks, Impacts, and Priority Actions," *International Journal of Mental Health Systems*, vol. 12, no. 8 (June 2018) [ARTICLE]

Lesley Head, "Grief, Loss, and the Cultural Politics of Climate Change," *Towards a Cultural Politics of Climate Change: Devices, Desires, and Dissent*, ed. Harriet Bukeley, et al. (New York: Cambridge UP, 2016), 81-93 [CHAPTER]

Leslie Head, *Hope and Grief in the Anthropocene: Re-Conceptualising Human-Nature Relations* (London: Routledge, 2016) [BOOK]

Heather Houser, "Ecosickness," in *Ecosickness in Contemporary U.S. Fiction: Environment and Affect* (New York: Columbia UP, 2014), 1-30 [CHAPTER]

Dahr Jamail, *Bearing Witness and Finding Meaning in the Path of Climate Disruption* (New York: New Press, 2020) [BOOK]

Tim Jensen, "Guilty Grief and Ecological Mourning," in *Ecologies of Guilt and Mourning* (Cham, Switzerland: Palgrave Macmillan, 2019), 123-146 [CHAPTER]

Lacy Johnson, "How to Mourn a Glacier," *The New Yorker*, October 20, 2019 [ARTICLE]

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Lilace Mellin Guignard, "Lullaby in Fracktown" [[POEM](#)]

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