

Planetary Psychology
IPP5030T – section Y1 – 3 units
Summer '09 06/29/2009 - 09/07/2009
Monday 4:30 – 7:00

Craig Chalquist, PhD
JFK University
Phone: 707-508-7270
craig@chalquist.com

On the wall beside me as I write there is a poster of the big blue marble encased in its white swirl of clouds. That is one pole of my awareness; but the other pole is what I see through my window. I try to keep both in sight at once. – Scott Russell Sanders

Course Overview

We have all heard about “green” this and that as well as grim news about multiple environmental crises—but almost no public discourse about how all this arises from, impacts, and is seen through the dimension of human psychology. Psychology itself, in its mainstream applications, has been from the beginning primarily a psychology of departure: a psychology of alienation from the elements, from the natural world, and ultimately from ourselves and each other.

This course poses the question: What would a psychology of homecoming look like? Through the lens of this question we will survey various perspectives and approaches that deal with the psychological dimension of our relationship with the environment, including mainstream ecology, deep ecology, bioregionalism, ecopsychology, ecotherapy (applied ecopsychology), integral ecology, and the relatively new field of terrapsychology, the deep study of our psychological connections to specific places. Using seminar-style lecture, film, and various exercises, we will also explore different modes of ecological homecoming.

Course Objectives and Outcomes

- To understand and question the basic findings and assumptions of current environmental perspectives that focus on the human-world relationship.
- To practice switching from one perspective to the next while inventing pathways by which these perspectives can dialog creatively with each other.
- To grasp the growing opposition to psychotherapies that leave nature and world out of account.
- To grow awareness of the impact of the places where we live on our psychological development.
- To practice forms of ecological sensitivity that draw upon our mental, emotional, somatic, and imaginative resources simultaneously.
- To develop what analyst Allen Bishop calls “psychic muscle” in order to hear about environmental wounding and woe without succumbing to denial, cynicism, or hopelessness.
- To use interpretive techniques to listen in on the “speech” of place.
- To make space for what the places we love might be asking of us.

Required Reading

Chalquist, C. (2007). *Terrapsychology: Reengaging the world's soul*. New Orleans: Spring Books.

Course Reader: "Writings On Consciousness and Environment."

Handouts (to be distributed in class and via email).

Suggested Reading:

I've provided a list at the end of this syllabus. For the most comprehensive book known to me on the documentary history of environmental thought, see Neimark, P., and Mott, P. (eds.)(1999), *The Environmental Debate: A Documentary History* (Greenwood Press). For the greening of psychotherapy, see Buzzell and Chalquist (eds.)(2009), *Ecotherapy: Healing with Nature in Mind* (Sierra Club Books). To obtain the widest published compilation on the various approaches to environmental psychology, see Esbjorn-Hargens, S., and Zimmerman, M. (2009), *Integral Ecology: Uniting Multiple Perspectives on the Natural World* (Integral Books). For the words of living eco pioneers, read Derrick Jensen's admirable *Listening to the Land* (2008: Chelsea Green).

Learning Activities (by % of Class Time)

- Lecture/Discussion: 60%.
- Small Group Exercises and Activities: 30%
- Experiential: 10%.

Note that "lecture" will invite participation at all times, seminar-style, and that the various exercises and activities will overlap as needed.

Grading

- Overall quality of active class participation: 30%.
- Presentation: 20%.
- Final paper, 12-15 pages: 50%.

I will be handing out my criteria for grading and for papers.

Presentation

Apply one of the environmental ideas, approaches, or perspectives covered in this course to a current issue. The issue can be local (e.g., something going on in your neighborhood) or larger (e.g., vanishing honeybees). Presentations are informal, last 10 minutes, and should spark questions and discussion. Choice of methods is wide open: lecture, images, handouts, film footage. We will send around a signup sheet in class.

Final Paper

The primary goal of the final paper is to demonstrate your understanding of the environmental/ecological perspectives covered in class in a way that 1. fosters dialog between perspectives and 2. illuminates the psyche-nature connection. Select one of the following options (we will discuss these in class):

1. Take two perspectives that tend to argue with each other and introduce them point by point from an AQAL point of view by locating them in their respective quadrants, then suggesting how they complement each other across quadrants in terms of concepts and practices. The focus of this paper is *practical theory*.
2. Find an environmental “wound” near where you live and come up with a project for helping to heal it—e.g., volunteer work, art, cleanup and restoration, interviews, etc. Be sure to describe the link between this “outer” wound and your inner responses to it, particularly around how it got your attention. The focus of this paper is *direct participation*.
3. Conduct a terrapsychological analysis of a place where you live or have lived. The focus of this paper is *exploratory/interpretive*.
4. Using a reflective consciousness, “dream into” a particular landscape you have visited or lived in and, inviting it to co-write your paper, imagine into it, be aware of your bodily responses to it, and explain how this place might see itself through the lenses of various psychological and environmental perspectives. This paper's aim is *reflection*.

Use APA style, an 11-point font, and a bibliography with least five references. Because spelling and grammar checkers are universally available, your paper should be free of obvious spelling and grammatical errors. Paper is due one week after class ends.

Late Paper Policy

Part of graduate education is learning to manage your time, especially when your life is very busy. Unless arrangements are made in advance or there's a legitimate emergency, papers turned in after the due date will be marked down half a grade for every day they are late. No exceptions, including the old computer excuse (you should be backing up all your work).

Class Schedule:

6/29: Naturalism, Ecology, Crisis, Environmentalism

Reading for the week (due by the end of the week this first week):

Course Reader: “The Way of Life” (excerpts from Laotzu), “Identity and the Natural Environment” (Clayton and Opatow), “The Language of Landscape” (Spirn), “Gaia” (Lovelock).

Handout: “Common Defenses Against Environmental Awareness.”

7/6: Going Deeper: Human and Environmental Ethics

Course Reader: “Thinking Like a Mountain” (Seed), “The Basics of Deep Ecology” (Naess), excerpt from “A Sand County Almanac” (Leopold), “Defending the Earth” (Bookchin and Foreman), “A Collaborative Intelligence” (Griffin).

7/13: The March of Progress

Course Reader: “Silent Spring” (Carson), “Law of the Land” (Orr), “En'owkin” (Armstrong), “Raising Whole Children” (Ableman), “Ancient Futures” (Norberg-Hodge), “The Garden of Merging Paths” (Solnit), “Writing a Mainstream Column About Sustainability” (Meadows).

7/20: Food and Consumption

Course Reader: “The All-Consuming Self” (Gomes and Kanner), “Walden (Thoreau), “Eating to Live” (Anema), “Not by Bread Alone” (Francis), “Fossil Food” (Starrs), “Eating as a Political Act” (Kurzweil), “Urban Farming” (Ableman), “Asserting Democratic Control of Food and Agriculture” (Henson).

7/27: Animals

Course Reader: “When Elephants Weep” (Masson and McCarthy), “The Emotional Lives of Animals” (Bekoff).

8/3: Ecopsychology and Integral Ecology

Course Reader: “Nature and Madness” (Shepard), “My Name is Chellis” (Glendinning), “Radical Ecopsychology” (Fisher), “Coming Back to Life” (Macy and Brown), “Ecotherapy” (Buzzell and Chalquist).

Handout: Integral Ecology

8/10: Displacement and Homecoming

“A Native Hill” (Berry), “Dwellers in the Land” (Sale), “Voice of the Earth” (Roszak), “Thought of the Heart” (Hillman).

8/17: How Did We Get Here?

Reading: *Terrapsychology*, Introduction, Ch. 1., Ch. 2.

8/24: Tending the Soul of Place

Terrapsychology, Ch. 3, Ch. 4, Ch. 5.

8/31: Myth and Matter

Terrapsychology, Ch. 6 and 7.

9/7: Nested Gods

Terrapsychology, Ch. 8 and Postscript.

Course Reader: “Cedar Keys” (Muir), “Dream of the Earth” (Berry).

Final paper due one week after class ends. Please send to the email address above.

Instructor Bio:

Craig Chalquist, PhD is core faculty for the School of Holistic Studies at John F. Kennedy University, where he teaches various environmental perspectives, depth psychology, mythology, and other topics and oversees the research track for his department. He is the author of *Terrapsychology: Reengaging the Soul of Place* (Spring Journal Books, 2007), *Deep California* (iUniverse, 2008), *Storied Lives: Discovering and Deepening Your Personal Myth* (World Soul Books, 2009), and co-editor with Linda Buzzell of *Ecotherapy: Healing with Nature in Mind* (Sierra Club Books, 2009). He is also a Master Gardener through UC Cooperative Extension and hard at work on his next book about the “soul” of California. Visit his web site at chalquist.com.

Suggested Reading:

- Abram, D. (1996). *The spell of the sensuous*. New York: Vintage Books.
- Barnhill, D. (ed.) (1999). *At home on the earth*. Los Angeles and Berkeley: University of California.
- Basso, K. (1996). *Wisdom sits in places: Landscape and language among the western Apache*. Albuquerque: University of New Mexico Press.
- Beckoff, M. (2007). *The emotional lives of animals*. Novato: New World Library.
- Devall, B., & Sessions, G. (Ed.) (1985). *Deep ecology: Living as if nature mattered*. Salt Lake City: Peregrine Smith Books.
- Esbjorn-Hargens, S., and Zimmerman, M. (2009). *Integral ecology: Uniting multiple perspectives on the natural world*. Integral Books.
- Fisher, Andy. *Radical ecopsychology: Psychology in the service of life*. Albany: SUNY Press, 2002.
- Glendinning, C. (1994). *My name is Chellis, and I'm in recovery from western civilization*. Boston: Shambhala.
- Harding, S. (1986). *The science question in feminism*. Ithaca and London: Cornell University Press.
- Hillman, J. (1992). *The thought of the heart and the soul of the world*. Dallas: Spring.
- Jung, C. G. (Sabini, M., ed.) (2002). *The earth has a soul: The nature writings of C. G. Jung*. Berkeley, CA: North Atlantic Books.
- Kidner, D. (2001). *Nature and psyche: Radical environmentalism and the politics of subjectivity*. New York: State University of New York Press.
- Leopold, A. (1969). *A Sand County almanac*. London: Oxford University Press.
- McLuhan, T. (ed.) (1996). *Cathedrals of the spirit: The messages of sacred places*. New York: Perennial.
- Merchant, C. (1983). *The death of nature: Women, ecology, and the scientific revolution*. San Francisco: Harper & Row.
- Mitchell, J. (1984). *Ceremonial time: 15 thousand years on one square mile*. Cambridge: Perseus.
- McKibben, B., ed. (2008) *American earth: Environmental writing since Thoreau*. Library of America.
- Muir, J. (1997). *Nature writings*. New York: New York: The Library of America.
- Naess, A. (1989). *Ecology, community, and lifestyle*. Cambridge: Cambridge University Press.
- Nash, R. (1969). *Wilderness and the american mind*. New Haven and London: Yale University Press.
- Oliver, M. (1983). *American primitive*. New York: Little Brown and Company.
- Orr, D. (1992). *Ecological literacy: Education and the transition to a postmodern world*. New York: SUNY.
- Roach, C. (2003) *Mother/Nature: Popular culture and environmental ethics*. Bloomington: Indiana University Press.
- Ryden, K. (1993). *Mapping the invisible landscape: Folklore, writing, and the sense of place*. Iowa City: University

of Iowa Press.

Sale, K. (1991). *Dwellers in the land*. Athens: University of Georgia Press.

Seed, J., Macy, J., Fleming, P., & Naess, A. (1998). *Thinking like a mountain: Towards a council of all beings*. Stony Creek: New Society.

Shepard, P. (1998). *Nature and madness*. Athens: University of Georgia Press.

Shipek, F. (1988). *Pushed into the rocks: Southern California indian land tenure, 1769-1986*. Lincoln and London: University of Nebraska Press.

Shiva, V. (1989). *Staying alive: Women, ecology, and survival in India*. New York: St. Martin's Press.

Turner, F. (1990). *Beyond geography: The western spirit against the wilderness*. New York: Viking.

Turner, J. (1996). *The abstract wild*. Tucson: The University of Arizona Press.

Warren, K. (Ed.) (1996). *Ecological feminist philosophies*. Bloomington and Indianapolis: Indiana University Press.

Winter, Deborah, and Koger, Susan. (1994). *The psychology of environmental problems*. Mahwah, NJ: Lawrence Erlbaum.