

Planetary Psychology

California Institute of Integral Studies
EWP 6131 – 3 units
Fall '15 (9/1 - 12/8) - Tuesdays 11:45 - 2:45

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As long as the Earth can make a spring every year, I can. As long as the Earth can flower and produce nurturing fruit, I can, because I'm the Earth. I won't give up until the Earth gives up. — Alice Walker

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

*** Please read this entire syllabus attentively before signing up for this course. ***

Note:

Because this course focuses primarily on theory and its applications and ideas, the experiential component is limited. For more of that, including ceremonial work, take EWP 6348 (Ecotherapy, Ecoresilience and Regenerative Practices), the experiential counterpart to this course.

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 a psychology of departure: a psychology of alienation from the elements, from the natural world, and ultimately from ourselves and each other. As James Hillman points out, this kind of psychology has no help manual for its own afflictions.

Our course poses the question: *What would psychologies of homecoming look like?* Through the focus of this question we will survey various topics, perspectives, and approaches that introduce the psychological dimension of our relationship with nature, place, and Earth. Our primary lenses will be ecopsychology, depth psychology, ecotherapy, terrapsychology, and spiritual ecology, with others (such as deep ecology, ecofeminism, and permaculture) brought in as

needed. Topics to be considered include Earth-honoring forms of personal transformation, the psychodynamics of global warming, the case for active hope, reimagining our relationship with matter, the shadows and sublimities of technology, environmental justice, the power of story for fostering social change, and the relationship between nature and spirituality. We will also look at Stephen Aizenstat's *archetypal activism*, at the New Story (Berry, Swimme, Tucker), and at models of how complex social systems undergo change.

Prerequisites: none.

Course Objectives and Outcomes

- To acquire tools for reflecting on what's being called "the greening of psychology" in opposition to psychotherapies that leave nature and world out of account.
- To practice forms of ecological sensitivity that draw upon our mental, emotional, somatic, and imaginative resources.
- To use interpretive techniques to listen in on the "speech" of place.
- To examine the relationship between dreams and the natural world.
- To practice openness to big ideas about deep social transformation away from the industrial growth paradigm of society toward an Earth-honoring civilization (e.g., Joanna Macy's Great Turning).

Teaching Philosophy and Style

In general, I teach to story, knowledge, and idea in order to open doorways, windows, and even rabbit holes onto fresh vistas. I attempt this by moving below surface material to the inner dynamics and meanings of topics, examining them through various lenses, and relying on seminar-style discussion with some small group work, class exercises, open-ended questioning, film, and humor. Because my brain doesn't like theory for theory's sake, I tend to emphasize what can be tried out, applied, and lived.

The classroom culture I maintain is one of academic inquiry and mutual respect. The latter includes being on time for class, refraining from dominating a discussion, not texting in class, and being gentle with classmates unable to follow your point. At its best, graduate education replaces reacting (to something that bothers you) with reflecting. Remember, it's not what we don't know that halts learning, it's what we feel too sure we already know.

Statement on Diversity:

Although this course deals with topics traditionally dominated by the perspectives of white male Western heterosexuals, it seeks to situate, de-center, and critique those perspectives while putting them into conversation with many other voices and points of view such that all are received with critical appreciation and none, whether traditional or critical, dominates the discussion. We will hear from scholars of color, indigenous voices, LGBTQ perspectives, advocates for the poor, and practitioners of ancient and contemporary ways of living with reverence and care on Earth.

Required Reading

Handouts (to be uploaded to myCIIS). Each folder is marked by the week the reading is due (Week 1, etc. - see the Class Schedule below).

Chalquist, C. (2007). *Terrapsychology: Reengaging the soul of place*. New Orleans: Spring Books.

Weekly Activities handout.

Suggested Reading is toward the end of this syllabus. Previously I used Derrick Jensen's *Listening to the Land* for this course, and I recommend it for the multiple perspectives its interviews bring to the topics we will cover.

At myCIIS you will also find Supplementary Reading for each week ("Week 1 supplementary" etc.). It is suggested but not required. I include these materials for going more deeply into topics related to our course.

Note about the readings:

My main criterion for selecting course readings is that they inform rather than duplicate our in-class work. As a result, although the readings match the topics for a given week of class, I don't spend much time going over the readings *in* class apart from key points or ideas now and then. If you want discussion or clarification of something in the reading, please bring it into class so we can go over it as a group.

Online Resources:

- Ecotherapy: ecotherapyheals.com.
- Terrapsychology: terrapsych.com.
- *Ecopsychology*, a journal: <http://www.liebertpub.com/eco>.
- *European Journal of Ecopsychology*: <http://ecopsychology-journal.eu/>
- Ecopsych group at Facebook: <https://www.facebook.com/groups/19820129910/>
- Holos Institute: <http://www.holosinstitute.net>
- Environmental justice resources: <http://www.ejnet.org/ej/>
- Yale Forum on Religion and Ecology:
<http://fore.yale.edu/publications/journals/worldviews.html>
- Center for Diversity and the Environment:
<http://www.environmentaldiversity.org/index.html>
- Great Transition Stories: Visions of Promise:
http://www.greattransitionstories.org/wiki/Main_Page
- Emerging Earth Community forum (John Grim and Mary Evelyn Tucker):
<http://www.emergingearthcommunity.org/>

Learning Activities (by % of Class Time)

- Lecture/Discussion and film work: 60%.
- Exercises and activities: 30%
- Experiential: 10%.

Grading: Optional

Credit/grades depend primarily on attendance, class participation, class presentation, and final paper.

What an A for the Course Looks Like:

Perfect attendance, consistently arrives on time for class, active and frequent class

participation, course material thought through critically and applied convincingly to real-life situations, papers clearly written and originally thought out rather than just rote summarizations of course material, papers free of obvious typos and grammatical errors.

The A Paper:

- Clear and well-organized
- Avoids clichés and inflated claims
- No or very few errors of spelling or grammar
- Connects theory, potential applications, and personal experiences
- Confidently sets forth the writer's voice without preaching or propagandizing
- Gives evocative, concrete examples and solid substantiation of claims and statements
- Develops thoughts fully instead of bouncing from one to the other
- Tells me something I don't know or offers a fresh perspective
- Skillfully interweaves the personal with the topic
- Plays with language and uses rhetorical flourishes without overdoing them
- Summarizes course material minimally in order to explore new directions
- Dives deeply into the intricacies of the topic
- Uncovers subtle connections between ideas, fields, or concepts
- Citations from multiple sources, and a critical view of those sources

Weekly Activities

The Weekly Activities handout (in the General folder online) gives you one encounter with nature per week. Ideally, this would be in the same place every week, a place relatively untouched, but in a pinch a park, lake, or even street corner with a tree will do. It needs to be a place you can spend reflective time relatively undisturbed and undistracted.

We will discuss the activities each week in class. Their goal is to help your consciousness become more receptive and permeable to the actions of the natural world.

Presentation

Apply one of the environmental ideas, approaches, or perspectives covered in this course to a current ecological issue that exerts psychological impact. The issue can be local (e.g., something going on in your neighborhood) or larger (e.g., vanishing honeybees). Presentations are informal, last at least 20 minutes, and should spark questions and discussion. Choice of methods is wide open: lecture, images, art, handouts, film footage. If you are using this class for comprehensive exams, see me for special instructions.

The final presentations will take up the last three weeks of the course and perhaps more depending on class size.

Final Paper

The primary goal of the final paper (12 pages) 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):

- Analyze a current environmental problem or issue. This is an opportunity to put ideas together and go into deep reflection, below surface public discourse. Draw on ideas presented in the course but move beyond them. The focus of this paper is *theoretical*.
- 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 *application*.
- Expand on the “Archetypes in Nature” exercise to examine the recurring images and patterns around you in some natural setting, then draw connections between these and the images and rhythms of your life just now. Feel free to include art and photography. The focus of this paper is *reflective*.
- Conduct a terrapsychological analysis of a place where you live or have lived. The focus of this paper is *exploratory/interpretive*.

Paper due one week after class ends. Please send in via the email to craig@chalquist.com.

Feedback: I tend to be concise in my paper comments, but if you want more detailed feedback, let me know exactly what you’re looking for when you email me the paper.

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), and **no last-minute requests for extra time**. If you expect time to be a problem, start work on your paper well before the course ends and turn in the paper early.

If you have concerns about personal material discussed in your paper sitting permanently in my email, ask me to delete it and I will.

Incompletes:

Per University policy, incompletes are to be given in only two circumstances: family emergency or documented medical reasons.

Contact Information

Because I sometimes contact students by email or phone, please make sure that information is up to date in myCIIS.

Class Schedule (readings are due in the week indicated below; retrieve handouts and supplementary reading from myCIIS):

Week One: 9/1 - You Are Here!

Reading due by this class:

- *Terrapsychology*, Ch. 1 (skip the Intro until Week 7).

- Handouts: Common Ecological Terms, Cross-Cultural Nature Terms

Suggested reading:

- How monocrop farming influenced human evolution:

<http://www.rawstory.com/2015/03/development-of-farming-led-to-genetic-bottleneck-that-influenced-human-evolution-researchers/>

- Human ancestors lived on shaky ground":

<http://www.sciencedaily.com/releases/2011/03/110303065358.htm> (and we call came out of the Rift Valley in Africa)

Supplementary reading:

Ecohierarchy of Needs, Climate and Human Origins, Dadirri Deep Inner Listening, Third World Critique of Environmentalism, Phenomenology Ecopsychologized, Toward Psychologies of Homecoming

Week Two: 9/8 - Eradigm Shift: From Big Machines to Living Systems

Reading due:

- Handouts: Technoaddiction, Biophilia, Machinebrain vs Gardenbrain, Systems Concepts, Chaos and Complexity, From Chaos to Order, Organizational Signals of Transition, D. Ackerman - Nature on TV, The Great Turning

Suggested reading:

- Buzzell and Chalquist: The Drought Dialogues -

<http://ecotherapyheals.com/drought.html>

- "Wandering spider leads Mazda to recall 65,000 cars":

<http://nypost.com/2011/03/03/wandering-spider-leads-mazda-to-recall-65000-cars/>

- Ants go after electronics: http://abcnews.go.com/Technology/attack-crazy-ants-ant-species-arrives-taste-electronics/story?id=19246157&google_editors_picks=true#.UbSPDetQ2uY

- Jellyfish shut down nuclear plant:

<http://www.theverge.com/2013/10/2/4794322/swedish-nuclear-reactor-shuts-down-after-jellyfish-clog-cooling-pipes>

Suggested videos:

- LaToya Ruby Frazier shows a history in image of industrial inequality in the US:

https://www.ted.com/talks/latoya_ruby_frazier_a_visual_history_of_inequality_in_industrial_america?language=en

- Vandana Shiva on science, seeds, and what gives her hope:

<https://www.youtube.com/watch?v=q3d9k23UyQQ>

Supplementary reading:

8 Principles of Gaia Theory, Mayan Plant Science, Nature Etymology of Brain Terms, Evolutionary Complexity, Technology's Promethean Shadow, Taking a Media Fast, The Body as Ecosystem, From Gaia Theory to Deep Ecology, What One Burger Costs, Who Owns Organic?, J Macy's Theoretical Foundations

Week Three: 9/15 - Ecopsychology for a Changing World

Reading due:

- *Terrapsychology*, Ch. 2.

- Handouts: Defenses Against Environmental Awareness, Gomes On Ecopsych, Roszszak's Eight Principles of Ecopsych, Evolving Definitions of Ecopsych, Ecopsych and Diversity, Principles of Environmental Justice, Barriers to Climate Action

Audio: listen to three practitioners of ecotherapy describe the field:

<http://oldwww.kpfa.org/archive/id/94410>

Suggested reading:

- Renee Lertzman on the myth of apathy about climate crisis:

http://dotearth.blogs.nytimes.com/2010/10/28/shrinking-the-climate-problem/?_php=true&_type=blogs&_r=1

Suggested videos:

- *Pumzi*, a short film: <http://shine.forharriet.com/2014/03/pumzi-is-brilliant-kenyan-sci-fi.html>

- Naomi Klein: "Addicted to Risk":

http://www.ted.com/talks/naomi_klein_addicted_to_risk?language=en

- Andy Fisher on Radical Ecopsychology:

https://www.youtube.com/watch?v=y7_4lUmXu6w

- Discussion: "Right Livelihood," with Ben Weiss, Dave Jacke, and Charles Eisenstein:

<http://www.thepermaculturepodcast.com/2015/episode-1524-right-livelihood/>

Supplementary reading: Deep Ecology Platform, Review of Deep Ecology Movement, Ecopsych and Child Development, East African Ecopsych, Eco and Queer Psychologies, Queer Ecopsych, Shepard on Ontological Crippling, The Biggest Climate Threat: Fear

Week Four: 9/22 - Being Mentored and Healed by Plants and Animals

Reading due:

- Handouts: Ecotherapy Intro, Animals and Human Evolution, Wangari Maathai Nobel Lecture (note how she works with the tree archetype without separating it from trees).

Suggested reading:

- Book: Marc Bekoff's *The Emotional Lives of Animals*.

Suggested videos:

- 20 urban food forests from around the world: <http://www.resilience.org/stories/2014-08-01/20-urban-food-forests-from-around-the-world>

- "Permaculture, a Quiet Revolution": interview with Bill Mollison:
<http://www.scottlondon.com/interviews/mollison.html>

- Stefano Mancuso: "The Roots of Plant Intelligence":
http://www.ted.com/talks/stefano_mancuso_the_roots_of_plant_intelligence

Marc Bekoff: Rewilding Our Hearts: <https://www.youtube.com/watch?v=stLkJMo2o10> -
A humpback whale ecstatic to be freed from a net:
<https://www.youtube.com/watch?v=tcXU7G6zhjU>

- A lion freed from a cage feels soil for the first time:
<https://www.youtube.com/watch?v=oL1Eeab76Rw>

- "Secrets of Elephant Language": <https://www.youtube.com/watch?v=owXlAQ4-4o0>

- Return to Freedom horse sanctuary: <https://www.youtube.com/watch?v=jwggwTAFzTvs>

- "A Grizzly Ate my GoPro!": <https://www.youtube.com/watch?v=81DCfygJWwU> (As Gary Snyder observed, "Nature bats last.")

Supplementary reading:

Transspecies Psychology, How Baboons Reach Consensus, Dog Performs Heimlich, Gardening and Mental Health, The Permaculture Flower, 3 Permaculture Ethics, Spiritual Flora of Brazil's African Diaspora, First Nations Elder Eco-Knowledge, Indigenous Restoration of Basketry Plants, Music Between Plants and People, Traditional Knowledge of Alaskan Herring

Week Five: 9/29 - Jung and Nature

Reading due:

- Handouts: Honey into Gold, Jungian Ecopsych, Archetypes in Nature

Suggested reading:

- Dennis Merritt: "Jung and the Greening of Psychology and Education":
http://www.dennismerrittjungiananalyst.com/Jung_and_Greening.htm.

- Recommended book: *The Earth Has a Soul: CG Jung on Nature, Technology, and Modern Life* (ed. by Meredith Sabini).

Supplementary reading:

Earth Angel and the Tohu Bohu, Jung on Our Disconnection from Nature, John Muir Trail Reflections (Jungian), Jung and Biodynamics, Archetypal Ecology, Psyche in Ocean Surfing

Week Six: 10/6 - Dreams and Synchronicities as Gestures of Earth

Reading due:

- Handouts: Dream Tending, Earth Dreaming, The Whale's Tale

Suggested reading:

- Glacier sheds the tears of Gaia: <http://www.dailymail.co.uk/news/article-1210706/Caught-camera-Mother-Nature-cries-river-tears-global-warming-threatens-planet.html>
- "Farralones biologists record similar dreams":
<http://www.sfgate.com/bayarea/article/Farallones-biologists-record-similar-dreams-3179940.php>
- "Squirrel at cemetery wraps nest in Old Glory":
<http://www.commondreams.org/views/2009/06/02/meadow-across-creek>
- Earthquakes in Berkeley on the day of a quake drill:
<http://www.cbsnews.com/news/second-quake-jolts-san-francisco-bay-area/>
- Quake in SF hits exactly 22 years after Loma Prieta quake:
<http://www.csmonitor.com/USA/Latest-News-Wires/2011/1021/San-Francisco-earthquake-second-quake-hits-almost-exactly-22-years-after-quake-of-89>
- "Titanic II embarks on maiden voyage, lives up to its name":
<http://www.csmonitor.com/World/2011/0608/Titanic-II-embarks-on-maiden-voyage-lives-up-to-its-name> (the Titanics were named after the Titans, who after getting inflated and ambitious ended up on the bottom of Tartarus)
- "Secrets of WTC Shipwreck Sleuthed Out":
<http://news.discovery.com/earth/plants/secrets-of-wtc-ship-revealed-110907.htm#mkcpgn=rssnws1>

Suggested videos:

- Angry turtle confronts oil rig diver: <http://www.treehugger.com/ocean-conservation/oil-rig-diver-confronted-by-angry-sea-turtle-video.html>

Supplementary reading:

Ecoresilient Earth Dreaming

Week Seven: 10/13 - Introduction to Terrapsychology

Reading due:

- *Terrapsychology*, Introduction and Chs 3, 4, and skim 5.
- "Terrapsychology: 'The Environment' Is You!" -
<http://www.chalquist.com/terrapsych101.html>
- Handouts: Terrapsychology, Quotations by Three Terrapsychologists, Place Assessment

Suggested reading:

- "In the brain, memories are inextricably tied to place":
<http://www.theatlantic.com/technology/archive/2014/08/in-the-brain-memories-are-inextricably-tied-to-place/375969/>
- Kathy Stanley on "The Land that Owns Us":
<http://labrishjamaica.blogspot.com/2009/05/land-that-owns-us-identity-and-place-of.html>
- Where we are shapes who we are:
http://www.nytimes.com/2013/06/16/opinion/sunday/a-self-defined-by-place.html?hp&_r=1&
- The fiery oil pit eating LA: <http://www.thedailybeast.com/articles/2014/12/06/the-fiery-underground-oil-pit-eating-l-a.html>

Supplementary reading:

Rebeaths Intro, Exiled from Land and Body

Mid-semester instructor evaluation

Week Eight: 10/20 - Nature and Myth

Reading due:

- *Terrapsychology*, Introduction and Ch. 6
- Handouts: Creations - Linda Hogan

Suggested reading:

- Gnomes in Oakland: <http://www.sfgate.com/bayarea/article/PG-amp-E-grants-reprieve-to-Oakland-s-gnomes-4230428.php>
- Katherine Marshall: "Seeking Enlightenment from Spirits and Forests in Japan":
http://www.huffingtonpost.com/katherine-marshall/seeking-enlightenment-fro_b_896914.html
- "Our Aphroditic Cosmos: Joining Science and Myth":
<http://www.chalquist.com/aphrocosmos.html>

Supplementary reading:

Undressing the Bear, Celtic Ways Between Worlds, Brigid's Song of Earth and Eire

Week Nine: 10/27 - Animate Matter and Meteorology

Reading due:

- *Terrapsychology*, Ch. 8.
- Handouts: D Abram from *Becoming Animal*; Landscape, History, and the Pueblo Imagination

Suggested reading:

- "Isaac follows track of Katrina": <http://www.cnn.com/2012/08/27/us/tropical-storm-isaac/index.html>
- "Heavy sandstorm blankets Iraq, delays oil bidding": http://usatoday30.usatoday.com/weather/storms/2009-06-28-baghdad_sandstorm_N.htm
- Solar system ejects a giant planet to keep Earth: <http://www.sciencedaily.com/releases/2011/11/111110142102.htm> (a gigantic sandstorm covered Mars around the start of the first Gulf War)
- New Zealand grants a river rights as a person: <http://www.dailygood.org/more.php?n=5181>
- "Earthrise: Decoding the Speech of the Planet," with its middle section a brief history of Western panpsychism: <http://www.chalquist.com/earthrise.html>
- Recommended E-book: *In the Thick of Things: Brief Musings on Living In an Animate World* (C. Chalquist).

Suggested videos:

- Michael Pollan: "A Plant's Eye View": http://www.ted.com/talks/michael_pollan_gives_a_plant_s_eye_view?language=en
- Sharing the science of climate change through music: <http://planetbands.strikingly.com/>
- Bernie Krause: "The Voice of the Natural World": http://www.ted.com/talks/bernie_krause_the_voice_of_the_natural_world?language=en
- A tornado bends toward the storm team photographing it: http://www.huffingtonpost.com/2009/06/08/rare-look-inside-a-tornad_n_212538.html

Supplementary reading:

Animism and Snake Medicine, Embodying the Power of the Storm, Lessons from Home, Hillman and Reanimation

Week Ten: 11/3 - Varieties of Spiritual Ecology

Reading due:

- Handouts: World Religions and Ecology, Spiritual Ecology of the New Planet, Berry and Teilhard, Eco-Confucianism

Suggested reading:

- Religious statements on climate change: <http://www.interfaithpowerandlight.org/resources/religious-statements-on-climate-change/>
- Pope Francis' Papal encyclical on the environment: "Praised Be: On the Care of Our Common Home": <http://m.vatican.va/content/francescomobile/en/encyclicals/documents/papa->

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Suggested videos:

- Thomas Berry on the New Story: <https://www.youtube.com/watch?v=rS5byHRScVY>
- Llewellyn Vaughan-Lee: "Spiritual Ecology": <https://vimeo.com/123062770>
- Satish Kumar at the FutureNOW spiritual ecology conference: https://www.youtube.com/watch?v=5F_ZdepTA0A
- *Overview*: <https://vimeo.com/55073825>

Supplementary reading:

Eco-Spirituality and Economic Values, The Huichol Sense of Place, J Forbes on Native American Ecospirituality

Week Eleven: 11/10 - Toward Ecoresilient Communities and Hopeful Aspirations

Reading due:

- Handouts: The Cynic and the Boatbuilder, Transrevolution, Intro to Archetypal Activism, Changing a System, 20 Ecoresilience Principles, Principles of Environmental Justice

Suggested reading:

- "Heartsteading: Forming and Strengthening Circles of Ecocommunity": <http://www.chalquist.com/heartsteading.html>
- Robert Macfarlane on rewilding our language of landscape: http://www.theguardian.com/books/2015/feb/27/robert-macfarlane-word-hoard-rewilding-landscape?CMP=share_btn_fb&redirect_mongo_id=55034a8f3833380003a32700&utm_campaign=Email&utm_medium=Web&utm_source=Springbot&mc_cid=e34e27bfe2&mc_eid=33afc7d1b9

Suggested videos:

- Joanna Macy on Active Hope (2015 at CIIS): <https://vimeo.com/125213931>
- "The Story of Change": <http://storyofstuff.org/movies/story-of-change/>
- How the European Union made climate change awareness cool: <http://www.bulldogreporter.com/dailydog/article/winning-pr-campaigns/radical-rebranding-how-the-european-commission-s-pr-pros-made->
- "Building Inspiration: Architecture and Black Liberation": <http://www.truth-out.org/news/item/31377-building-inspiration-architecture-and-black-liberation>
- "Collaboration: On the Edge of a New Paradigm?": <http://topdocumentaryfilms.com/collaboration-edge-new-paradigm/>

Supplementary reading:

Changing Attitudes, Emergence and Social Innovation, Urban Arts and Ecoliteracy, The Environmental Justice Movement, M Watkins on Accompaniment, Building Just and Sustainable Communities, R Heinberg - A Call for Collaborative Adaptation, Worldwatch - A New Narrative to Support Sustainability

Week Twelve: 11/17 - Altars of Earthly Renewal

Reading due:

- Handouts: On Earth as It Is In Heaven, Earthly Beauty, Nature's Living Intelligence

Suggested reading:

- Thomas Berry: "The Meadow":

<http://www.commondreams.org/views/2009/06/02/meadow-across-creek>

- "When Global Warming Kills Your God":

<http://www.theatlantic.com/features/archive/2014/06/when-global-warming-kills-your-god/372015/>

- The Pulsing Earth: http://www.npr.org/sections/krulwich/2013/08/12/211364006/this-pulsing-earth?utm_source=NPR

Supplementary reading:

Earth Is Not My Mother, Griffin On Ecofeminism, Let Us Begin with Courage, Deschooling for Earthmind

Week Thirteen: 11/24 - Student Presentations 1

No reading due for the rest of the course. (You can use the time for working on the paper....)

Week Fourteen: 12/1 - Student Presentations 2

Week Fifteen: 12/8 - Student Presentations 3

Final paper due one week after class ends.

Instructor Bio:

Depth psychologist Craig Chalquist, MS PhD is the chair of East-West Psychology at CIIS. He is the author of nine books and many papers on the intersection of psyche, place, myth, and culture. He is also on the editorial board of the journal *Ecopsychology* and the Board of Directors for Holos Institute. He lives on Earth, for real.

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.
- Bekoff, M. (2007). *The emotional lives of animals*. Novato: New World Library.
- Berry, T. (1988). *The dream of the earth*. San Francisco: Sierra Club Books.
- Bullard, R. (2005) *The quest for environmental justice: Human rights and the politics of pollution*. San Francisco: Sierra Club Books.
- Buzzell, C., and Chalquist, C. (2009). *Ecotherapy: Healing with nature in mind*. San Francisco: Sierra Club Books.
- Chalquist, C. (Ed.) (2010). *Rebearths: Conversations with a world ensouled*. Walnut Creek: World Soul Books.
- Devall, B., & Sessions, G. (Ed.) (1985). *Deep ecology: Living as if nature mattered*. Salt Lake City: Peregrine Smith Books.
- Dodds, J. (2011). *Psychoanalysis and ecology at the edge of chaos: Complexity theory, Deleuze | Guattari and psychoanalysis for a climate in crisis*. New York: Routledge.
- Edwards, A (2005). *The sustainability revolution: Portrait of a paradigm shift*. Gabriola Island, BC: New Society Publishers.
- 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.
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CIIS POLICIES:

Mid-semester Evaluation of Instruction:

Halfway through the course, students are to be given the opportunity to provide informal, verbal comments to the instructor in a constructive spirit. This is a time for the instructor to receive feedback on his or her efforts, and also a time for students to reflect upon their own. This conversation is to be facilitated by a student chosen by the class. The instructor is to leave the room (or be offline if the course is an online one) while the facilitator is selected.

Plagiarism:

Most acts of plagiarism at CIIS are unintentional--a missing citation, for example--but now and then someone imports into a paper blocks of text from elsewhere. To reduce both kinds of plagiarism, I use software that checks for this. Avoid problems by simply citing whatever you quote or paraphrase.