

Psychology of Religion
REL 3158, Ref. # 2366
T-TR 12:45-2:00, S302
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Purpose: To examine ways in which religious expression and phenomena are viewed through a variety of psychological lenses. Emphasis will be placed on evaluating the evolution of the various psychological perspectives as they relate to religious topics involving the divine, the self, community, mystical experience, and the human-nature relationship. Utilizing theories from thinkers ranging from Emerson and Nietzsche, Freud and Jung, Suzuki and Watts, Maslow and Metzner, to Roszak and Spretnak, the purpose will be to develop an understanding of religious experience as a part of personal well being and harmonious social and environmental relationships.

Learning Outcomes: Students will develop an understanding of the psychology-religion dialogue while examining and formulating their own perspectives. Along with a formal paper and presentation regarding those perspectives, students will learn to discuss passionately and tolerantly many of the issues that concern the relationship between religion and psychology. Besides gaining familiarity with major names and concepts involved in the area of study, students will become versed in the great variety of ideas regarding stewardship and the sacred in nature.

Readings: (1) *Ecopsychology*; (2) Handouts from Goethe, Emerson, Nietzsche, Jung, Campbell, Eliade, Suzuki, Watts, Maslow, Leonard, Murphy, Roszak, Metzner, Singer, Spretnak; (3) “Eranos, Esalen, and Ecocentric Psyche: From Archetype to Zeitgeist” *Trumpeter* 20.1 (2004): 21-43. All handouts must be returned to the instructor.

Requirements: Attendance and participation (10% and no more than 1 unexcused absence); two exams (40%); one paper (40%); and two presentations (10%).

Topic Schedule:

Week One-

Introductions and overview of course material, goals, and psychological lenses to be used in examining world religions and religious experience.

Week Two-

Read: (1) **Introduction and The Romantic Search for the “Balanced Soul”** in “Eranos, Esalen, and the Ecocentric Psyche: From Archetype to Zeitgeist”; (2) Excerpt from Goethe’s *Faust*; (3) Excerpt from Nietzsche’s *The Birth of Tragedy*; (4) Excerpt from Emerson’s *Nature*. (22 pages)

Discussion of Goethe, Emerson, and Nietzsche. What is the Romantic vision of the “balanced soul”? How has the West and the East addressed the dualities inherent to the human psyche? What role does nature have in those projections?

Week Three-

Read: (1) **Eranos and the “Coincidence of Opposites”** in “Eranos, Esalen, and the Ecocentric Psyche: From Archetype to Zeitgeist”; (2) Eliade’s “Encounters at Ascona”; (3) Excerpt from Jung’s “Archetypes of the Collective Unconscious”; (4) Excerpt from Campbell’s *The Hero with a Thousand Faces*; (5) Dunbar’s “Erich Neumann’s Theory of the Evolving Psyche: From the Masculine Ego to the Archetypal Feminine”; (6) Excerpt from Suzuki’s “The Role of Nature in Zen Buddhism”. (56 pages)

Discussion of Eliade, Jung, Campbell, Neumann, and Suzuki. What was Eranos all about? Examination of Jung’s depth psychology, Campbell’s “hero’s journey”, Neumann’s evolution of consciousness, Eliade’s reconsideration of Christ, Suzuki’s critique of the West’s ego-consciousness. Tilo Schabert and Eranos today.

Week Four-

Read (1) **Esalen, the Sixties, and the “Connected Self”** in “Eranos, Esalen, and the Ecocentric Psyche: From Archetype to Zeitgeist”; (2) Excerpt from Watts’ *Nature, Man and Woman*; (3) Excerpt from Leonard’s *The Transformation*; (4) Excerpt from Maslow’s *The Farther Reaches of Human Nature*; (5) Excerpt from Murphy’s *The Future of the Body*. (57 pages).

Discussion of Watts, Leonard, Maslow, and Murphy. What is Esalen’s relevance? What does the Sixties mean for Western consciousness? The return to earth wisdom and Eastern thought. Ecocentrism and the rise of ecofeminism.

Week Five-

Read (1) **Ecopsychology and Earth-Centered Sanity** in “Eranos, Esalen, and the Ecocentric Psyche: From Archetype to Zeitgeist”; (2) Roszak’s “Where Psyche Meets Gaia” in *Ecopsychology* (pp. 55-67); (3) Metzner’s “The Psychopathology of the Human-Nature Relationship” in *Ecopsychology* (pp. 55-67); Hillman’s “A Psyche the Size of the Earth” in *Ecopsychology* (pp. xvii-xxiii). (30 pages).

Discussion of Roszak, Metzner, and Hillman. The origins of ecopsychology and its current relevance. What is the “ecological unconscious” and how does it relate to religion? What are the sources of our environmental dysfunction? What can be done?

Week Six-

Read (1) **Conclusion** in “Eranos, Esalen, and the Ecocentric Psyche: From Archetype to Zeitgeist”; and (2) Excerpt from Spretnak’s *States of Grace*; (3) Excerpt from Singer’s *Androgyny* (20 pages)

Discussion of Spretnak and Singer. What is “ecological postmodernism”? Patriarchy and postmodernism. Goddess spirituality and embracing the body. What are the mythic roots of androgyny and their contemporary relevance?

Week Seven-

Review and presentations.

Paper topics and outline due.

Week Eight-

Midterm exam.

Week Nine-

Read (1) Brown's "Ecopsychology and the Environmental Revolution: An Environmental Forward"; and (2) Abram's "The Ecology of Magic" in *Ecopsychology: Restoring the Earth, Healing the Mind*. (20 pages)

Discussion of Brown and Abram. What is ecopsychology? How does differ from environmentalism? The disconnect between self and world. Gaia theory.

Week Ten-

Read (1) Introduction to "Part One: Theoretical Perspectives", (2) Shepard's "Nature and Madness" and (3) Armstrong's "Keepers of the Earth" in *Ecopsychology*. (36 pages)

Discussion of the meaning of "theory" in ecopsychology; Shepard; and Metzner. What is "psychopathology"? Ontogenetic crippling as a metaphor for psychopathology.

Week Eleven-

Read (1) Kanner and Gomes' "The All-Consuming Self", (2) Barrows' "The Ecopsychology of Child Development", and (3) Gomes and Kanner's "The Rape of the Well-Maidens: Feminist Psychology and the Environmental Crisis" in *Ecopsychology: Restoring the Earth, Healing the Mind*. (35 pages)

Discussion of Kanner and Gomes and Barrows. What is "the all-consuming self"? Moving beyond narcissism and from individuation to re-identification with the earth. Feminist contributions to ecopsychology.

Week Twelve-

Read (1) Introduction to "Part Two: Ecopsychology in Practice", (2) Gray's "Shamanic Counseling and Ecopsychology", and (3) "Shapiro's "Restoring Habitats, Communities, and Souls" in *Ecopsychology: Restoring the Earth, Healing the Mind*. (27 pages)

Discussion of Gray and Shapiro. What is a shaman? What it means to put ecopsychology into practice through community-building and sustainability. The "connected self".

Week Thirteen-

Read (1) Introduction to "Part Three: Cultural Diversity and Political Engagement", (2) Anthony's "Ecopsychology and the Deconstruction of Whiteness", and (3) Mack's "The Politics of Species Arrogance" in *Ecopsychology*. (37 pages)

Discussion of Anthony, Mack, Abram, and Armstrong. What does it mean to "deconstruct whiteness"? What is "species arrogance"? Abram's notion of magic and the Okanagan definition of insanity.

Week Fourteen-

Presentations.

Week Fifteen-

Presentations.

Week Sixteen-

Review.

Exam.

Paper due.

Academic Honesty

The University of West Florida believes that academic honesty is a key to the learning process. You are expected to be ethically responsible and to uphold appropriate standards of behavior and to respect the rights and privileges of others. Student academic conduct must be lawful and in accordance with all federal, state, and local laws, and with all university regulations.

Plagiarism Policy. The UWF Student Handbook, Code of Student Conduct, Academic Misconduct, states: "Plagiarism. The act of representing the ideas, words, creations or work of another as one's own." Plagiarism combines theft with fraud, and the penalty is correspondingly severe: failure for the assignment and, in some cases, for the entire course. At the instructor's discretion, she/he may recommend that the student be suspended from the university. Ignorance of the rules about plagiarism is no excuse for it, and carelessness is just as bad as purposeful violation. Students who have plagiarized have cheated themselves out of the experience of being responsible members of the academic community and have cheated their classmates by pretending to contribute original ideas. (For complete information regarding Academic Misconduct, refer to the UWF Student Handbook or contact Student Affairs in Building 21, 474-2384. If you have any questions about the University and its policies, please refer to the student handbook at: <http://www.uwf.edu/uwfmmain/stuhandbk/>

Students with Special Needs

If you have special needs and require specific other course-related accommodations, you should contact Barbara Fitzpatrick, Director of Disabled Student Services (DSS), dss@uwf.edu, (850) 474-2387. DSS will provide you with a letter for the instructor that will specify any recommended accommodations.

Extenuating Circumstances

The schedule, requirements, and procedures in this course are subject to change in the event of unusual or extenuating circumstances; in such cases, students will be provided with written notice sufficient to plan for and accommodate the changes. If the college closes for inclement weather or other emergency, any exams, presentations or projects or papers due during the closure period will automatically be rescheduled for the first regular class meeting held once the college re-opens.

Word Bank for Psychology of Religion

androgyny	anthropocentrism	Apollo
archetype	behaviorism	biophilia
Campbell	<i>coincidentia oppositorum</i>	collective unconscious
depth psychology	Dionysus	ecocentrism
ecofeminism	ecological unconscious	ecopsychology
ego	Eliade	Enlightenment
Eranos	<i>eros</i>	Esalen
“four forces of psychology”	Goethe	“Great Chain of Being”
hero’s journey	Hillman	humanistic psychology
id	individuation (as in Jung)	Jung
Leonard	<i>logos</i>	Maslow
Metzner	Murphy	myth
Neumann	Nietzsche	patriarchy
postmodernism	psyche	psychoanalysis
Romanticism	Roszak	shamanism
Singer	Shiva	Spretnak
superego	Suzuki	tragedy (as a genre)
<i>uroboros</i>	Vishnu	Watts
Zeitgeist		

Word Bank for Psychology of Religion Final

David Abram

Stephen Aizenstat

Carl Anthony

Jeanette Armstrong

alienation

androgyny

archetype

radical autonomy

Thomas Berry

bioreligionalism

deconstruction

Deep Ecology

depth psychology

ecocentrism

ecofeminism

egocentrism

Eurocentrism

framework

Gaia

Mary Gomes and Allen Kanner

James Hillman

holon

Ralph Metzner

multiculturalism

narcissism

postmodernism

ecological postmodernism

a psyche the size of the earth

psychopathology

addiction

collective amnesia
autism
dissociation
ontogenetic crippling

Theodore Roszak

self
self-in-relation
the all-consuming self
the separative self
speciesism
sustainability

Brian Swimme

unconscious
personal
collective
world
whiteness
wisdom traditions

Midterm Exam for Psychology of Religion

Name: _____

I. Fill in the Blanks (30 points)

1. One of pioneers of American psychology, _____ wrote *The Varieties of Religious Experience*.
2. Many feminists are concerned with uncovering and reversing the effects of the domination of men over women throughout history. This domination is called “_____”.
3. _____ is a co-founder of the Esalen institute and argues that paranormal abilities signal a new step in the evolution of humanity.
4. Jung thinks that psychological health depends on a harmony between consciousness and the collective unconscious. He called the process that leads to this harmony by making the person whole “_____”.
5. _____ is the author of *Faust* and key figure in Romanticism.
6. Ascona, Switzerland, is the location of _____, the institute in which ecopsychology has its intellectual roots.
7. Author of *The Birth of Tragedy*, _____ saw in Apollo and Dionysus the two main “instinctual drives” informing “the human artistic drive” and symbolizing the two aspects of the psyche.
8. Abraham Maslow claimed that his psychology was on the verge of a “fourth force” psychology. The first three “forces” of psychology were _____, _____, and _____.
9. A recent development in feminist thought combines feminist themes with environmental concerns. It is called “_____”.
10. An overriding concern for the earth, thought centered on the earth and its well-being, is called “_____”.
11. Literally meaning the “coincidence of opposites”, the Latin phrase “_____” suggests the complementarity of polar oppositions.
12. Jung’s collective unconscious is inhabited by structures, manifested through symbols, called “_____”.
13. “Internalized voices of authority”, which embattle the id in the Freudian psyche, are present in the “_____”.
14. In the “reason as virtue” paradigm of Western thought, *eros* is understood to be always in the service of _____, which translates as “word” and “order”.
15. Developing a Jungian theme, Joseph Campbell analyzed the world’s myths in terms of the _____, the archetypal story told the world over.

II. Essays—Answer TWO of the following (35 points each)

1. Discuss how Goethe, Nietzsche, and Emerson expressed seminal ideas regarding the interrelated notions of God, nature, and the psyche in terms of the Romantic Zeitgeist and religious experience. Be sure to explain how and why those thinkers understand balance as a potential remedy for Western culture's inability to find the sacred in the natural.
2. Discuss the notion of the coincidentia oppositorum as it developed at Eranos (include at least three thinkers in your discussion). Also include in your discussion the intellectual and bohemian Zeitgeist that culminated in Ascona, Switzerland and how it relates to the foundation of what Joseph Campbell called "those elementary forms, informing themes and visions, creative urges and symbolic aims—the archetypes, in short—that have inspired, and are inspiring still, the cultural evolution of mankind."
3. Describe how the Third Force psychology developed at Esalen (include at least three thinkers in your discussion). Explain how the Esalen colleagues founded and promoted what the Eranos thinker, Mircea Eliade, anticipated as a new "cultural language capable of expressing human realities and spiritual values." Also, relate the countercultural sensibilities of the time to what Keen claims is bringing "us to the consciousness that we are at an end of the old paradigm."

“A psyche the size of earth” sums up ecopsychology’s view of the psyche’s dimensions. It was coined by _____.

Jung’s influence on ecopsychology is made obvious by its concern with the “ecological unconscious”. _____ coined the term, “ecological unconscious”.

Psychology of Religion Exam

Name: _____

I. Fill in the blanks (2 points each).

1. The psychopathology based a young child's inability to communicate effectively with others, _____ is used by ecopsychologists as a metaphor for the inability to hear the earth's voice.
2. _____ is the state of being separated from sources of value, such as when workers are separated from the means of production or indigenous people are dislocated from their lands.
3. The movement to break down social structures and to rearrange them in harmony with natural boundaries is _____.
4. An urban planner and ecopsychologist, _____ thinks ecopsychology will benefit from deconstructing its "Eurocentric" perspective and implicit "whiteness".
5. One who privileges one species over the rest adheres to _____.
6. Over against the "separative self", Mary Gomes and Allen Kanner stress "the primacy of human interconnection" using the "_____ model".
7. The state of displaying both "male" and "female" psychological traits in a balanced way is called (by June Singer among others) "_____".
8. _____, the opposite of anthropocentrism, is thought and practice centered on environmental concern.
9. Stephen Aizenstat believes that ecopsychologists must go beyond the "collective unconscious to include a "deeper and wider dimension of the psyche" called the "_____", which is "the psyche of non-human experience".
10. Rethinking the definition of "spirits" and "magic", _____ calls ecopsychologists to take on a shamanic role of standing between the human and more-than-human world.
11. Ecopsychology is an extension of Jungian _____, which investigates the psyche in terms of the collective unconscious and archetypes.
12. _____ is pathological self-love.
13. Deconstruction is a major concept of _____, at least one version of which claims that the modernity has come to an end.
14. _____ tells us that ecopsychology's concern is "a psyche the size of the earth."
15. _____ is your favorite ecopsychologist.

II. Essay Question (70 points). Fill at least one blue book (both sides of the page)!

Describe five elements related to ecopsychology which you consider most important. Be sure to show how those elements relate to such conceptual transitions as the move from theism to pantheism, from dogma to experience, from guilt/sin to environmental ethics, and from exclusiveness to inclusiveness.