



GIRARD AND APPLIED PSYCHOLOGY OF RELIGION + DIALOGUE ON GUNS

Lesson Plan Incorporating Dialogue



PURPOSE:

This lesson plan is meant to serve as an example for how to weave together content and dialogue during an hour and twenty minute class period.

INSTRUCTIONS:

Teachers can use this lesson plan as a guide or resource for their own subjects.

ADAPTATIONS AND VARIATIONS:

Teachers can use this lesson plan as a guide or resource for their own subjects.

NOTE ON RESOURCE:

Teachers can use this lesson plan as a guide or resource for their own subjects.

CREATOR:

Dr. Jill DeTemple

CLASS TIME:

12:30 PM - 01:15 PM

SUPPLIES:

- Room where students can break into small groups in circles
- Sticky notes



SCHEDULE

X

12:30 - **OPENING,**

Introductory Exercise. E.g. Entrance tickets, Stupid Question Minute¹, etc.

X

12:35 - **INTRO TO CONTENT**

Girard on sacrifice

GIRARD-

- French, born 1923, educated in the US (Indiana), taught at Stanford, died 2015
- Theories based on Freud, but add a new twist: mimetic desire, or desiring what someone else desires, which causes conflict.
- Video on mimetic desire
- Leads to scapegoat mechanism, which is roughly where you came in with the reading today. So, how does this work?

-as necessary way of quenching uncontrollable violence in society

-Religion is this the rituals that control sacrifice, make it legitimate

Analysis –

- What does this let us do? Critiques?
- What about his idea that the mechanisms of sacrifice are transcendent and invisible to us?
- How is this theory dependent on Freud? Similarities? Differences?
- Are Girard's and Erikson's view of the psyche the same, different?

X

1:00 – **START GUN DIALOGUE**

Reminder of purpose – This is a place where we're talking about violence in society. What we want to do today is give you a place to speak and listen about your own experiences, and then see if we can put those experiences into conversation with Girard's theory, or perhaps other psychological theories we've been reading.

Everyone get a sticky note, puts in number 1-5

1 = almost unlimited gun rights

3 = right in the middle

5 = Very strict gun control laws/no guns at all

Jill, Terrance and Rachel (2 students who agreed to facilitate) organize chairs so viewpoints are evenly distributed in three groups

Invite people to find a chair with the same number they wrote (not necessarily the exact one they wrote)

Begin. Jill, Terrance, and Rachel facilitate with scripts.

X

1:40 - **WRAP UP**

Have students make large circle.

Check in.

Ask: What connections can you make between what you said and heard and Girard's theory?

Does it make you evaluate his theory more or less highly?

¹A deliberate time at the beginning of class for students to ask questions about the readings, upcoming class events, things they've encountered outside of class and want to know more about, etc.