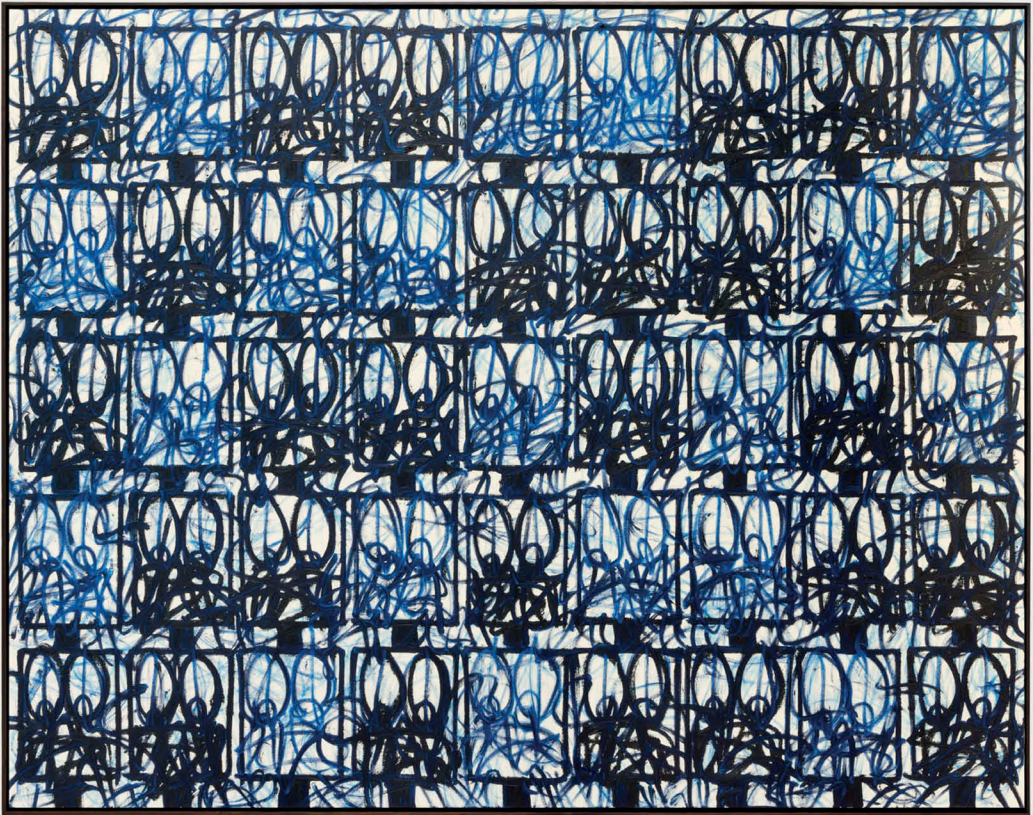


PSYCHOLOGY AND THE OTHER



Educating Anxiety

Psychological, Philosophical, and Theological
Perspectives on Teaching and Learning



EDITED BY MARK FREEMAN AND PETER JOSEPH FRITZ

‘Anxiety is everywhere, from the pathological anxiety that burdens so many individuals to the ordinary, existential anxiety that conditions our shared human experience. Recognizing that modern clinical and cultural paradigms too often relegate our worry to the discipline of psychology alone, this multi-disciplinary volume brings philosophy, theology, and psychology together to enrich our understanding and broaden care for all who live with this reality. The book’s focus on anxiety among college students—a population experiencing it at startling rates—occasions insights that will challenge and inspire readers concerned with anxiety in and beyond higher education.’

Jessica Coblentz, PhD, *Associate Professor of Religious Studies and Theology at Saint Mary’s College and author of *Dust in the Blood: A Theology of Life with Depression**

‘In an age intoxicated by the fantasy of perpetual happiness, this book reminds us that anxiety is not an aberration of the human condition, but one of its most revealing articulations. Rather than a malady to be cured or disquiet to be silenced, anxiety is a morally instructive summons toward meaning, toward responsibility, toward ethical encounter, and toward the work of becoming. Anxiety, properly understood, alerts us to the goods we value and commitments we are called to make amidst life’s inescapable uncertainty. Resisting the pull of shallow currents, the authors of this volume refuse the simplicities of symptom and cause, illness and wellness. Instead, they turn to deeper waters. By reclaiming anxiety as a site of freedom and existential awakening, *Educating Anxiety* offers an emancipatory rethinking of educational life capacious enough to honour suffering while making room for enlightened possibilities beyond conventional clinical and instructional regimes. The book stands as a richly conceived, humane, and timely contribution to debates about student flourishing and educational purpose in contemporary institutions of higher learning.’

Jeff Sugarman, *Professor Emeritus, Faculty of Education, Simon Fraser University, and co-author of *Persons: Understanding Psychological Selfhood and Agency**

‘According to the official story, psychology is a freestanding empirical discipline founded in the late 19th century. In fact, we have been assiduously working out the logic (logos) of the soul (psyche) for millennia, doing so through philosophical and theological inquiry, the arts and literature, and conversation (including the special form of conversation that is psychodynamic talk therapy). This rich and singular book offers hope that we may be finding our way back to a humane and capacious psychology. Anxiety is the perfect focus for such a project. Instead of rushing to diagnosis and treatment, the authors linger on the meaning of anxiety in our lives, whether in pandemics, personal crises, or the high-stakes credentialing game we call college.’

Without denying the real suffering involved, they explore how anxiety can occasion a profound education, opening us to ourselves and others. Here is a book that leads psychology out of the DSM and back into the formative spaces where we struggle to make sense of our lives, where we strive to see ourselves and our prospects honestly and non-reductively.’

Chris Higgins, *Professor and Chair, Department of Formative Education at Boston College, and author of Undeclared: A Philosophy of Formative Higher Education*

Educating Anxiety

Educating Anxiety explores how anxiety can be transformed from a debilitating force into a creative and formative presence in students' lives and offers practical ideas for doing so in the context of higher education.

Taking anxiety as an intrinsic part of the human experience, the book examines the impact of neoliberal pressures, social media and institutional structures on students' anxiety. Through five insightful essays, it provides readers with concrete frameworks to understand anxiety's creative potential, drawing on philosophical insights from Kierkegaard, Heidegger, and others, as well as theological perspectives, psychological analysis and pedagogical strategies for helping students channel anxiety into intellectual and personal growth.

This volume is essential reading for educators, professional psychologists and counselors at colleges and universities seeking to address student anxiety through a deepened understanding of the teaching and learning process. It is also a vital resource for researchers and scholars in psychology, philosophy, theology and education interested in exploring how anxiety can be reimagined beyond pathology as a formative presence in human lives.

Mark Freeman is Distinguished Professor of Ethics and Society Emeritus, Psychology, College of the Holy Cross, Massachusetts, USA, and is also Senior Fellow in the Center for Psychological Humanities and Ethics at Boston College.

Peter Joseph Fritz is Professor and Edward Bennett Williams Fellow in the Department of Religious Studies, College of the Holy Cross, Massachusetts, USA.

The Psychology and the Other Book Series

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The *Psychology and the Other* book series highlights creative work at the intersections between psychology and the vast array of disciplines relevant to the human psyche. The interdisciplinary focus of this series brings psychology into conversation with continental philosophy, psychoanalysis, religious studies, anthropology, sociology, and social/critical theory. The cross-fertilization of theory and practice, encompassing such a range of perspectives, encourages the exploration of alternative paradigms and newly articulated vocabularies that speak to human identity, freedom, and suffering. Thus, we are encouraged to reimagine our encounters with difference, our notions of the “other,” and what constitutes therapeutic modalities.

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Perspectives on Teaching and Learning

Edited by
Mark Freeman and Peter Joseph Fritz

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Courtesy the artist and Hauser & Wirth

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We dedicate these essays to our students, past, present, and future. We share this hope for you: that education by anxiety will bring abundant, free, and care-supported life.

Contributors

Mark Freeman (Editor), Distinguished Professor of Ethics and Society Emeritus, Psychology, at the College of the Holy Cross, is currently Senior Fellow at the Center for Psychological Humanities and Ethics at Boston College. Author of *Hindsight: The Promise and Peril of Looking Backward* (Oxford, 2010); *The Priority of the Other: Thinking and Living Beyond the Self* (Oxford, 2014); *Do I Look at You with Love? Reimagining the Story of Dementia* (Brill | Sense, 2021); and, most recently, *Toward the Psychological Humanities: A Modest Manifesto for the Future of Psychology* (Routledge, 2024), he also serves as Editor for the Oxford University Press series “Explorations in Narrative Psychology.”

Peter Joseph Fritz (Editor) is professor of Roman Catholic systematic theology and Edward Bennett Williams Fellow at the College of the Holy Cross. He is author of *Karl Rahner’s Theological Aesthetics* and *Freedom Made Manifest: Rahner’s Fundamental Option and Theological Aesthetics* (Catholic University of America Press, 2014 and 2019), and co-author (with Matthew Eggemeier) of *Send Lazarus: Catholicism and the Crises of Neoliberalism* (Fordham, 2020) and *The Politics of Mercy: Catholic Life in an Era of Inequality, Racism, and Violence* (Herder & Herder, 2020). His current research focuses on truth and layers of communication, in Christian theology and spirituality and in secular contemporary art.

Frances Maughan-Brown is Lecturer in Philosophy and the Montserrat Program at the College of the Holy Cross in Worcester, MA. Her research interests include feminism, the philosophy of figural language, and Søren Kierkegaard. She is co-editor of the International Journal of Kierkegaard Research, and the author of *The Lily’s Tongue: Figure and Authority in Kierkegaard’s Lily Discourses* (2019).

Jerome Veith is a Senior Adjunct Professor of Philosophy and Psychology at Seattle University as well as a licensed therapist at Seattle Anxiety Specialists. He is the author of *Gadamer and the Transmission of History* (Indiana, 2015) and the translator of *The Heidegger Reader* (Indiana, 2009) and Günter Figal’s *Aesthetics as Phenomenology* (Indiana, 2015).

Katherine Withy is Professor of Philosophy at Georgetown University. She is the author of *Heidegger on Being Affected: Elements in the Philosophy of Martin Heidegger* (Cambridge, 2024), *Heidegger on Being Self-Concealing* (Oxford, 2022), and *Heidegger on Being Uncanny* (Harvard, 2015). Withy works on Heidegger's conception of human finitude and his interpretations of ancient philosophy.



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