

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Integrative Sciences and Arts	Department/School	Leadership and Interdisciplinary Studies
Prefix: IDS	Number: 316	Title: Integration Humanities Contexts	Units: 3

Course description: **An integrative application course with topics exploring integrative humanities focused on combining the study of languages, linguistics, literature, art music, philosophy, religion, etc.**

Is this a cross-listed course? **No** If yes, please identify course(s): _____

Is this a shared course? **No** If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? **No** Chair/Director Initials _____

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required)

Requested designation: Humanities, Arts and Design–HU **Mandatory Review:** Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

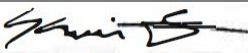
It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Michael Pryzdia E-mail Michael.Pryzdia@asu.edu Phone (602) 496-0637

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kevin Ellsworth Date: 10/23/18

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	syllabus
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	syllabus
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
IDS	316	Integration Humanities Contexts	HU

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1,2,3, 4A/B	It can be said that the entire 15-week course is concerned with questions of human existence and meaning, the nature of thinking and knowing, and with moral and aesthetic experience. Criteria 1,2,3, and 4A/B are met directly by students reading the required textbooks, attending the required lectures, seminars, and dialogues over the course of fifteen weeks. Applications of humanistic concepts, theories, values, and philosophical and aesthetic concerns are met through five different assignments (papers) geared toward cultivating creative and critical thinking and writing skills -- as well as fostering self-awareness and self-evaluation skills.	<p>1) See required textbooks located in the "Texts and Resources" section. Authors: Joseph Campbell, Ken Wilber, and David Bohm. See also "Suggested Readings" and "Suggested Articles" sections for supplemental information offered to the students (at least one source listed must be utilized by each student in a required paper assignment.) (Highlighted in yellow.)</p> <p>2) See course schedule for weekly lecture, seminar, and dialogue content -- as well as weekly lists of supplemental reading, video, and audio content to be utilized each week. (Highlighted in green.)</p> <p>3) See "Assignments" section. (Highlighted in red.)</p> <p>4) See "Course Description" and "Learning Outcomes" sections. (Highlighted in pink.)</p>

Catalog Description

IDS 316 Integration: Humanities Contexts

This course explores how the practice of integrating knowledge, skills and perspectives from multiple sources can be used to better understand human thought and creativity.

Arizona State University
Leadership and Interdisciplinary Studies
IDS 316 Integration Humanities Contexts
Topic: Integral Spirituality

Instructor: Dr. Michael R. Pryzdia

E-mail: Michael.Pryzdia@asu.edu

Phone: 602-496-0637

Office Hours: By Appointment

Office Location: UCENT 360F

Catalog Description:

An integrative application course with topics exploring integrative humanities focused on combining the study of languages, linguistics, literature, art, music, philosophy, religion, etc.

Course Description:

This course explores the topic of spirituality. We will examine the multiple dimensions of this topic by viewing the topic through various disciplinary perspectives with the goal of integrating these perspectives. Our focus will encompass both religious and “post-religious” spirituality and will cover three general areas: “soul,” “spirit,” and “thought.” The course will include both an overview of some of the classic texts included in the contemporary scholarly research done on the topic, and an examination of a few of the complex global problems facing human beings in the twenty-first century and how those problems can be approached with an integrated spiritual perspective.

This course will allow students to apply not one, not two, but three different integrative models: one model with its roots in comparative mythology and archetypal depth psychology will allow students to better understand the nature of SOUL; one model with its roots in integral theory will allow students to better understand the nature of SPIRIT; and one model with its roots in quantum physics and holonomic brain theory will students to better understand the nature of THOUGHT. Three different models that, when applied, will help students better orient themselves to the nature of the self, society, and the cosmos.

Our journey will allow us to explore the extent to which human beings have or have not evolved spiritually and psychologically. Disciplines examined in the class can include: religious studies, mythology, philosophy (East and West), psychology, anthropology, archeology, world literature, quantum physics, cognitive biology, and art. Topics can include: enlightenment, reincarnation, yoga, mysticism, shamanism, prayer, meditation, and free will.

The readings, lectures, class discussion, and class exercises are designed to emphasize the development of students' critical and creative thinking skills. The proprioception of thought (gained through the placement of conscious awareness on the function of thought), metacognition (thinking about one's own thinking) and self-evaluation are highly encouraged.

Learning Outcomes:

At the completion of this course, students will be able to:

- Demonstrate the ability to analyze at least one topic/theme from multiple perspectives
- Demonstrate the ability to apply integrative thinking and interdisciplinary inquiry skills through the use of three different theoretical models

- Gain an understanding of the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought
- Gain an understanding of the study of values; the development of philosophies, religions, ethics, or belief systems; and/or aesthetic experience
- Demonstrate the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions
- Demonstrate the ability to identify obstacles to creativity and successful inter-personal communication
- Demonstrate evidence of metacognition and self-evaluation

Texts and Resources:

- Campbell, Joseph. The Hero with a Thousand Faces.
- Wilber, Ken. Integral Meditation: Mindfulness as a Path to Grow Up, Wake Up, and Show Up in Your Life.
- Bohm, David. Changing Consciousness: Exploring the Hidden Source of the Social, Political, and Environmental Crises Facing Our World.
- Readings, Videos, Audio (Blackboard)

Course Requirements:

All students are expected to complete the following requirements:

<u>Assignment</u>	<u>Points</u>
Paper #1: Spiritual Autobiography Paper	100
Paper #2: The Hero with a Thousand a Faces Paper	100
Paper #3: Integral Life Practices Paper	100
Paper #4: The Evolution of Consciousness Paper	100
Paper #5: The Reading List Paper	100

Grading Scale:

A 100-90% B 89-80% C 79-70% D 69-60% E 59% & below

Important Policies

Attendance Policy

Please read the following policy carefully if you plan on missing any class sessions. Attendance will be taken each class session, either personally, via a sign-in sheet, or based on assignments turned in. Students who arrive to class late or leave early are considered absent for that class period. Students with more than two absences will fail the course. ***Students who have perfect attendance will receive 15 extra credit points at the end of the semester!*** If the instructor is not in class at the start of the class and 15 minutes has elapsed (with no sign posted), please assume that class is cancelled.

Late Work Policy

All assignments are due at the ***beginning of class*** on their respective due dates. In order to be considered for a final grade, students must complete ***all*** of the assignments. Due to amount of work required for this course, no late work will be accepted for credit except under extraordinary circumstances with appropriate documentation. If you think you will have trouble meeting the assignment deadlines for this course, you would be well advised to drop the course and take it when you have more time to devote to your studies.

Illness and/or catastrophes: The late work policy applies to students who are ill. These students are encouraged to face adverse conditions and survive. However, students facing catastrophic illness or events (e.g. death of immediate family) are advised to make an appointment with the instructor and develop a special plan of action. Please be aware, though, that the instructor does not consider legal problems, allergies, or the flu to be catastrophic.

Policy on Incompletes

Please note that incompletes will be given only in very special circumstances. An incomplete will be granted for serious grounds and not when a student, through negligence or procrastination, fails to complete a major portion of the work for the course on time.

Assignment Details

The assignments must be word-processed (12 point font/double spaced). Students can follow either the MLA or APA Research Style Format for work requiring research. Graded assignments will be returned to you with the appropriate grading rubric attached/included with your returned work. Comments may be written on the rubric or directly on your paper. Please review these rubrics to ensure you know exactly what's expected!

Conduct

An environment of acceptance is to be maintained at all times in this class (*e.g. use of electronic communication devices is not tolerated*). From time to time sensitive issues may arise regarding: race, class, nationality, gender, religion & sexual orientation, students are expected to respect the confidentiality of any shared information. This course is conducted according to the ASU Code of Conduct, which is available on-line through the ASU home page.

Rules of Academic Integrity

The Rules of Academic Integrity is the university community's standard of honesty and is endorsed by all members of the ASU & BIS academic community. It is an essential element of the University's academic credibility. All work in this course must follow ASU & BIS Rules of Academic Integrity, which is available on-line. ***Plagiarism in any form will not be tolerated and could result in course failure and possible suspension.***

Disability Accommodations for Students

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Academic Dishonesty

The College of Integrative Sciences and Arts and the Faculty of Leadership and Interdisciplinary Studies takes an offense of the academic dishonesty or plagiarism policy very seriously and faculty hold students to the highest standards for academic integrity. Students who commit academic dishonesty are taking away from themselves the opportunity to learn, creating an unfair grading environment for others, impacting the value of an ASU degree and even affecting innocent student's grades. Therefore, any student found providing materials of any type to a *homework help* site or a *study resource* site are in direct violation of the Academic Integrity Policy: "Aiding academic integrity policy violations and inappropriately collaborating". The Faculty of Leadership and Interdisciplinary Studies will not tolerate such actions and will seek sanctions in conjunction with the [Office of Student Rights and Responsibilities](#), including but not limited to an "**XE**" in the course. There is no statute of limitations on Academic Integrity violations.

ASU Writing Centers

One Center, Many Places: The ASU Writing Centers are located at all four ASU campuses, Thunderbird School of Global Management, and online. The Writing Centers offer free tutoring for all enrolled students. All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at <https://tutoring.asu.edu/writing-centers>.

Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <https://students.asu.edu/academic-success>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>

- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>
- ASU Writing Centers: <https://tutoring.asu.edu/writing-centers>
- ASU Police Department: <https://cfo.asu.edu/police>
- International Student Resources: <https://students.asu.edu/international/support/academic>

Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at Michael.Pryzdia@asu.edu.

Mental Health

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern.

Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site:

<https://eoss.asu.edu/counseling>. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

ASU Charter (<https://president.asu.edu/about/asucharter>)

*** Syllabus and Schedule are subject to change.**

IDS 316: Integrative Humanities Applications (Integral Spirituality) Schedule

In this course, Dr. Pryzdia will present a series of lectures, seminars, and dialogues on a variety of topics that will revolve around three general areas (Soul, Spirit, Thought) with a paper due at the end of each area (module) as is indicated in the schedule blow:

Module One: Introduction to Integral Spirituality

Week One (8/21/18): Overview of Syllabus, Blackboard Shell, and IDS Program/The Ultimate Medicine (Advaita Vedanta)

Week Two (8/28/18): Overview of Contemporary Scholarship/On Dialogue and Communication

[Supplemental Reading: “On Communication” from *On Dialogue* by David Bohm]

Paper #1 (Spiritual Autobiography) Due

Module Two: On the Nature of SOUL (Reading: *The Hero with a Thousand Faces*)

Week Three (9/4/18): ***Archetypal Depth Psychology and the Nature of the Human Psyche***

[Supplemental Reading: “The Process of Individuation” from *Man and His Symbols* by Carl Gustav Jung.]

[Supplemental Video: “Psyche and Symbol” – Joseph Campbell.]

Week Four (9/11/18): ***Comparative Mythology and the Hero’s Journey***

[Supplemental Video: “The Power of Myth” – Joseph Campbell.]

[Supplemental Audio: “Psychosis and The Hero’s Journey” – Joseph Campbell.]

Week Five: (9/18/18): ***The Mythic Imagination and Aesthetics (Yoga and the Eastern Way/Love, Art, and the Western Way)***

[Supplemental Reading: “Metaphor as Myth and as Religion” from *The Inner Reaches of Outer Space* by Joseph Campbell.]

[Supplemental Reading: “Mythological Themes in Creative Literature and Art” from *Myths, Dreams, and Religion* by Joseph Campbell.]

[Supplemental Audio: “Freud, Jung, and Kundalini Yoga” – Joseph Campbell.]

Week Six (9/25/18): ***Shamanism, Psychedelics, and the Functions of Myth and Symbol***

[Supplemental Reading: “Introduction” and “Shamanism” from *Food of the Gods* by Terence McKenna.]

[Supplemental Video: “Culture is Your Operating System” – Terence McKenna.]

[Supplemental Video: “In Conversation with Stanislov Groff” – Stanislov Groff.]

[Supplemental Audio: “New and Old Maps of Hyperspace” – Terence McKenna.]

Paper #2 (The Hero with a Thousand Faces) Due

Module Three: On the Nature of SPIRIT (Reading: *Integral Meditation*)

Week Seven (10/2/18): ***Ashtanga Yoga: The First Integrative Science***

[Supplemental Reading: *Light on Yoga* by B.K.S. Iyengar.]

[Supplemental Video: “B.K.S. Iyengar” – B.K.S. Iyengar.]
[Supplemental Video: Three Best Instructional Yoga Videos – Iyengar Style, Sivandanda Style, Jois Style.]

Week Eight (10/9/18): **FALL BREAK**

Week Nine (10/16/18): ***Meditation, Mysticism and the Nature of Enlightenment***

[Supplemental Reading: *The Perennial Philosophy* by Aldous Huxley.]

[Supplemental Reading: *The Wisdom of Insecurity* by Alan Watts.]

[Supplemental Reading: “Interviews on Ramana Maharshi and Nisargadatta Maharaj” by David Godman.]

[Supplemental Video: “I Am Only the Self” -- Nisargadatta Maharaj.]

[Supplemental Video: Ramana Maharshi YouTube Portal.]

Week Ten (10/23/18):

Integral Theory and Integral Meditation

[Supplemental Reading: “An Overview of Integral Theory” by Sean Esbjorn-Hargens.]

[Supplemental Reading: “Integral Art and Literary Theory” from *The Eye of the Spirit* by Ken Wilber.]

[Supplemental Reading: “Always Already” from *The Eye of the Spirit* by Ken Wilber.]

[Supplemental Video: “Anderson Cooper: 60 Minutes Special on Mindfulness.”]

[Supplemental Video: “I Am Big Mind” – Ken Wilber.]

[Supplemental Video: Integral Life YouTube Portal.]

Week Eleven (10/30/18):

Cognitive Biology and the Evolution of Consciousness

[Supplemental Reading: “Natural Drift and the Evolution of Consciousness” by William Irwin Thompson.]

[Supplemental Reading: *A New Earth* by Eckhart Tolle.]

[Supplemental Video: “The Evolutionary Energy in Man” – Gopi Krishna.]

Paper #3 (Integral Life Practices) Due

Module Four: On the Nature of THOUGHT (Reading: *Changing Consciousness*)

Week Twelve (11/6/18):

Insight, Intelligence, and The Future of Humanity

[Supplemental Reading/Video: *The Future of Humanity* by Jiddu Krishnamurti.]

[Supplemental Reading/Video: *The Transformations of Man* by Jiddu Krishnamurti.]

[Supplemental Reading: “An Introduction to Krishnamurti’s Work by David Bohm” from *The Limits of Thought* by Jiddu Krishnamurti.]

[Supplemental Reading: *Krishnamurti’s Notebook* by Jiddu Krishnamurti.]

[Supplemental Video: “With a Silent Mind” – Jiddu Krishnamurti.]

Week Thirteen (11/13/18):

The Holographic Paradigm and Holonomic Brain Theory

[Supplemental Reading: “Chapters 1-2” from *The Holographic Universe* by Michael Talbot.]

[Supplemental Reading: “Chapters 1-4” from *The Holographic Paradigm* by Ken Wilber.]

[Supplemental Reading: “The Enfolding-Unfolding Universe and Consciousness” from *Wholeness and the Implicate Order* by David Bohm.]

[Supplemental Reading: “The Pribram-Bohm Hypothesis (Part One: The Cosmology of Consciousness)” by Shelli Joye.]

[Supplemental Reading: “The Pribram-Bohm Hypothesis (Part Two: The Physiology of Consciousness)” by Shelli Joye.]

[Supplemental Video: “Tuning the Mind in the Frequency Domain: Pribram’s Holonomic Brain Theory and Bohm’s Implicate Order” -- Shelli Joye.]

[Supplemental Video: “Synchronicity and the Holographic Universe” – Michael Talbot.]

Week Fourteen (11/20/18):

Science, Order, and Creativity

[Supplemental Reading: “Creativity in the Whole of Life” from *Science, Order, and Creativity* by David Bohm.]

[Supplemental Video: “The Nature of Things” – David Bohm.]

[Supplemental Audio: “David Bohm (Ancient Knowledge/David Bohm Tribute)” – David Bohm.]

[Supplemental Audio: “Parts of a Whole (Interview with Michael Toms)” – David Bohm.]

[Supplemental Audio: “Creativity, Natural Philosophy, and Science (Interview with Michael Toms)” – David Bohm.]

[Supplemental Audio: “Towards Wholeness (Interview with Michael Toms)” – David Bohm.]

[Supplemental Audio: “Essential Reality (Interview with Michael Toms)” – David Bohm.]

Week Fifteen (11/27/18):

The Proprioception of Thought

[Supplemental Reading: “Foreword” from *Thought as a System* by David Bohm.]

[Supplemental Video: “David Bohm (Observing Thought)” – Corey Anton.]

[Supplemental Video: “1990 Consciousness Seminar” – David Bohm.]

[Supplemental Audio: “1989 Consciousness Seminar” – David Bohm.]

Paper #4 (The Evolution of Consciousness) Due

Module Five: Conclusion to the Nature of Consciousness

Week Sixteen (12/4/18):

Closing Remarks

Paper #5 (Reading List) Due

SUGGESTED READINGS

[SOUL]

Mythology and Archetypal Depth Psychology:

Campbell, Joseph. *A Fire in the Mind: The Life of Joseph Campbell*.

---. *The Flight of the Wild Gander: Explorations in the Mythological Dimensions of Fairy Tales, Legends, and Symbols*.

---. *The Hero's Journey: Joseph Campbell on His Life and Work*.

---. *The Hero with a Thousand Faces*.

---. *The Historical Atlas of World Mythology* (Five Parts).

---. *The Inner Reaches of Outer Space: Metaphor as Myth and as Religion*.

---. *The Masks of God* (Four Volumes).

---. *The Mythic Image*.

---. *Myths to Live By*.

---. *The Power of Myth*.

Cassirer, Ernst. *Language and Myth*.

---. *The Philosophy of Symbolic Forms*.

Eliade, Mircea. *The Sacred and the Profane*.

---. *Shamanism: Archaic Techniques of Ecstasy*.

---. *Yoga: Immortality and Freedom*.

Johnson, Robert. *Inner Work*.

Jung, Carl Gustav. *Man and His Symbols*.

---. *Memories, Dreams, Religion*.

---. *The Portable Jung* (Edited by Joseph Campbell).

---. *The Red Book*.

Zimmer, Heinrich. *Art of Indian Asia* (Two Volumes).

---. *The King and the Corpse: Tales of the Soul's Conquest of Evil*.

---. *Myths and Symbols in Indian Art and Civilization*.

---. *Philosophies of India*.

Mysticism, Shamanism, and Psychedelics:

Casteneda, Carlos. *A Separate Reality*.

Groff, Stanislov. *The Adventure of Self-Discovery: Dimensions of Consciousness and New Perspectives in Psychotherapy*.

---. *The Holotropic Mind: The Three Levels of Human Consciousness and How They Shape Our Lives*.

---. *Realms of the Human Unconscious: Observations from LSD Research*.

---. *The Adventure of Self-Discovery*.

Huxley, Aldous. *The Doors of Perception*.

---. *Heaven and Hell*.

---. *The Perennial Philosophy*.

Jourdain, Stephen. *Radical Awakening: Cutting Through the Conditioned Mind*.

McKenna, Terence. *The Archaic Revival: Speculations on Psychedelic Mushrooms, the Amazon, Virtual Reality, UFOs, Evolution, Shamanism, the Rebirth of the Goddess, and the End of History*.

---. *Food of the Gods: The Search for the Original Tree of Knowledge – A Radical History of Plants, Drugs, and Human Evolution*.

---. *The Invisible Landscape: Mind, Hallucinogens, and the I-Ching*.

---. *True Hallucinations: Being an Account of the Author's Extraordinary Adventures in the Devil's Paradise*.

Rumi, Jalal al-Din. *The Essential Rumi* (Edited by Coleman Barks).

Watts, Alan. *Behold the Spirit: A Study in the Necessity of Mystical Religion*.

---. *The Book: On the Taboo Against Knowing Who You Are*.

---. *Does It Matter?: Essays on Man's Relation to Materiality*.

---. *In My Own Way: An Autobiography*

- . *Meditation.*
- . *Psychotherapy East and West.*
- . *Tao: The Watercourse Way.*
- . *The Way of Liberation: Essays and Lectures on the Transformation of the Self.*
- . *The Way of Zen.*
- . *The Wisdom of Insecurity: A Message for an Age of Anxiety.*
- . *This Is It.*

[SPIRIT]

Yoga and Meditation:

- Balsekar, Ramesh. *Consciousness Speaks: Conversations with Ramesh Balsekar.*
- . *The Ultimate Understanding.*
- Devananda, Vishnu. *The Complete Illustrated Book of Yoga.*
- . *The Sivananda Companion to Yoga.*
- Iyengar, B.K.S. *The Art of Yoga.*
- . *The Illustrated Light on Yoga.*
- . *Light on Life: The Yoga Journey to Wholeness, Inner Peace, and Ultimate Freedom.*
- . *Light on Pranayama: The Yogic Art of Breathing.*
- . *Light on Yoga: Yoga Dipika.*
- . *Light on the Yoga Sutras of Patanjali.*
- . *The Tree of Yoga.*
- Krishna, Gopi. *Kundalini: The Evolutionary Energy in Man.*
- Parsons, Tony. *The Open Secret.*
- Shri Nisargadatta Maharaj. *Consciousness and the Absolute: The Final Talks of Sri Nisargadatta Maharaj.*
- . *I Am That.*
- . *Prior to Consciousness: Talks with Sri Nisargadatta Maharaj.*
- . *Seeds of Consciousness: The Wisdom of Sri Nisargadatta Maharaj.*
- . *The Ultimate Medicine: Dialogues with a Realized Master.*
- Shri Ramana Maharshi. *Be As You Are* (Edited by David Godman).
- Shri Ranjit Maharaj. *Illusion v/s Reality.*
- Shri Siddharameshwar Maharaj. *The Master Key to Self-Realization.*
- Swartz, James. *How to Attain Enlightenment: The Vision of Non-Duality.*
- Tolle, Eckhart. *A New Earth: Awakening to Your Life's Purpose.*
- . *The Power of Now: A Guide to Spiritual Enlightenment.*

Integral Theory and Cognitive Biology:

- Thompson, William Irwin. *Beyond Religion: The Cultural Evolution of the Sense of the Sacred – From Shamanism to Religion to Post-Religious Spirituality.*
- . *Coming Into Being: Artifacts and Texts in the Evolution of Consciousness.*
- . *Gaia: A Way of Knowing.*
- . *Gaia 2: Emergence – The New Science of Becoming.*
- . *Imaginary Landscape: Making Worlds of Myth and Science.*
- . *Reimagination of the World: A Critique of the New Age, Science, and Popular Culture.*
- . *Self and Society: Studies in the Evolution of Culture.*
- . *The Time Falling Bodies Take to Light: Mythology, Sexuality, and the Origins of Culture.*
- . *Transforming History: A New Curriculum for a Planetary Culture.*
- Wilber, Ken. *A Brief History of Everything.*
- . *Eye to Eye: The Quest for the New Paradigm.*
- . *The Eye of the Spirit: An Integral Vision for a World Gone Slightly Mad.*
- . *Integral Buddhism.*
- . *The Holographic Paradigm and Other Paradoxes: Exploring the Leading Edge of Science.*
- . *Integral Meditation: Mindfulness as a Way to Grow Up, Wake Up, and Show Up in Your Life.*
- . *Integral Spirituality: A Startling New Role for Religion in the Modern and Postmodern World.*
- . *The Marriage of Sense and Soul: Integrating Science and Religion.*

- . *Quantum Questions: Mystical Writings of the World's Great Physicists.*
- . *The Religion of Tomorrow: A Vision for the Future of the Great Traditions.*
- . *A Theory of Everything: An Integral Vision for Business, Politics, Science, and Spirituality.*
- . *Trump a Post-Truth World.*
- . *Up from Eden: A Transpersonal View of Human Evolution.*

[THOUGHT]

Quantum Physics, Holonomic Brain Theory, and Dialogue:

- Bohm, David. *Causality and Chance in Modern Physics.*
- . *The Essential David Bohm* (Edited by Lee Nichol).
 - . *Science, Order, and Creativity: A Dramatic New Look at the Creative Roots of Science and Life.*
 - . *Thought as a System.*
 - . *On Dialogue.*
 - . *Quantum Theory.*
 - . *The Special Theory of Relativity.*
 - . *The Undivided Universe.*
 - . *Unfolding Meaning: A Weekend of Dialogue.*
 - . *Wholeness and the Implicate Order.*
- Capra, Fritjof. *The Tao of Physics: An Exploration of the Parallels Between Modern Physics and Eastern Mysticism.*
- Chalmers, David. *The Character of Consciousness.*
- . *The Conscious Mind: In Search of a Fundamental Theory.*
 - . *Constructing the World.*
- Copra, Deepak. *Perfect Health: The Complete Mind/Body Guide.*
- . *Quantum Healing: Exploring the Frontiers of Mind/Body Medicine.*
- Gibson, James J. *The Senses Considered as Perceptual Systems.*
- Joye, Shelli. *The Little Book of Consciousness.*
- . *Tuning the Mind.*
- Krishnamurti, Jiddu. *The Awakening of Intelligence.*
- . *Commentaries on Living* (Three Volumes).
 - . *The Ending of Time: Where Philosophy and Physics Meet.*
 - . *Freedom from the Known.*
 - . *The Flame of Attention.*
 - . *The Future of Humanity.*
 - . *The Limits of Thought.*
 - . *Talks and Dialogues.*
 - . *Truth and Actuality.*
 - . *The Wholeness of Life.*
- Moody, David. *An Uncommon Collaboration: David Bohm and Jiddu Krishnamurti.*
- Pribram, Karl. *Brain and Behavior.*
- . *Brain and Perception: Holonomy and Structure in Figural Processing.*
 - . *The Form Within: My Point of View.*
 - . *Languages of the Brain.*
 - . *Plans and the Structure of Behavior.*
- Pylkkanen, Paavo. *Bohm-Biederman Correspondence: Creativity in Art and Science.*
- . *Mind, Matter and the Implicate Order.*
 - . *The Search for Meaning: The New Spirit in Science and Philosophy.*
- Talbot, Michael. *The Holographic Universe.*
- Weber, Rene. *Dialogues with Scientists and Sages: The Search for Unity.*

Spiritual Autobiographies

Bhagavan Das. *It's Here Now (Are You?)*.

Campbell, Joseph. *A Fire in the Mind*.

Castaneda, Carlos. *A Separate Reality*.

Gopi Krishna. *Kundalini: The Evolutionary Energy in Man*.

Jourdain, Stephen. *Radical Awakening*.

Jung, Carl Gustav. *Memories, Dreams, Reflections*.

Krohnen, Michael. *The Kitchen Chronicles: 1001 Lunches with J. Krishnamurti*.

McKenna, Terence. *True Hallucinations*.

Osho. *Autobiography of a Spiritually Incorrect Mystic*.

Paramahansa Yogananda. *Autobiography of a Yogi*.

Swartz, James. *How to Attain Enlightenment*.

Watts, Alan. *In My Own Way*.

SUGGESTED ARTICLES

- Bergstrom, Matti. "Meaning and the Living Brain" (from *The Search for Meaning*. Edited by Paavo Pykkänen).
- Bohm, David. "Creativity in the Whole of Life" (from *Science, Order, and Creativity: A Dramatic New Look at the Creative Roots of Science and Life* by David Bohm and David Peat).
- Bohm, David. "Meaning and Information" (from *The Search for Meaning*. Edited by Paavo Pykkänen).
- Bohm, David. "A new theory of the relationship of mind and matter" (from *Philosophical Psychology* (1990), 3:2, 271-286).
- Bohm, David. "Soma-Significance and the Activity of Meaning" (from *Unfolding Meaning: A Weekend of Dialogue* by David Bohm).
- Campbell, Joseph. "Metaphor as Myth and as Religion" (from *The Inner Reaches of Outer Space* by Joseph Campbell).
- Campbell, Joseph. "Mythological Themes in Creative Literature and Art" (from *Myths, Dreams, and Religions*. Edited by Joseph Campbell).
- Campbell, Joseph. "The Symbol Without Meaning" (from *The Flight of the Wild Gander: Explorations in the Mythological Dimensions of Fairy Tales, Legends, and Symbols* by Joseph Campbell).
- Esbjorn-Hargens, Sean. "An Overview of Integral Theory" (from Integral Life website).
- Ferguson, Marilyn. "Karl Pribram's Changing Reality" (from *The Holographic Paradigm and Other Paradoxes: Exploring the Leading Edge of Science*. Edited by Ken Wilber).
- Gibson, J.J. "A Theory of Direct Perception" (from *Vision and Mind: Selected Readings in the Philosophy of Perception*. Edited by Alva Noe and Evan Thompson).
- Globus, Gordon. "Three holonomic approaches to the brain" (from *Quantum Implications: Essays in Honor of David Bohm*. Edited by B.J. Hiley and David Peat).
- Godman, David. "Interviews on Ramana Maharshi and Nisargadatta Maharaj" (from David Godman website).
- Griffor, Arleta. "The Mental and the Physical" (from *The Search for Meaning*. Edited by Paavo Pykkänen).
- Griffor, Arleta. "Mind and its Wholeness" (from *The Search for Meaning*. Edited by Paavo Pykkänen).
- Krishnamurti, Jiddu. "On Intelligence" (from *The Awakening of Intelligence* by Jiddu Krishnamurti).
- McKenna, Terence. "Introduction" and "Shamanism" (from *Food of the Gods* by Terence McKenna).
- Pribram, Karl. "Brain, Mind, and Consciousness" (from Karl Pribram website).
- Pribram, Karl. "The Holographic Hypothesis of Brain Functioning: A Meeting of Minds" (from Karl Pribram website).
- Pribram, Karl. "What the Fuss is All About" (from *The Holographic Paradigm and Other Paradoxes: Exploring the Leading Edge of Science*. Edited by Ken Wilber).
- Pykkänen, Paavo. "Bohm, Plato and the Dark Age of Cave Mechanics" (from *The Search for Meaning*. Edited by Paavo Pykkänen).
- Pykkänen, Paavo. "Introduction" (from *Mind, Matter, and the Implicate Order* by Paavo Pykkänen).
- Thompson, William Irwin. "Natural Drift and the Evolution of Culture" (from *Journal of Consciousness Studies* (2007), 14:11, 96-116).
- von Franz, M.L. "The Process of Individuation" (from *Man and His Symbols* by Carl Gustav Jung).
- Weber, Renee. "The Enfolding-Unfolding Universe: A Conversation with David Bohm" (from *The Holographic Paradigm and Other Paradoxes: Exploring the Leading Edge of Science*. Edited by Ken Wilber).
- Weber, Renee. "Field Consciousness and Field Ethics" (from *The Holographic Paradigm and Other Paradoxes: Exploring the Leading Edge of Science*. Edited by Ken Wilber).
- Weber, Renee. "Meaning as being in the implicate order philosophy of David Bohm" (from *Quantum Implications: Essays in Honor of David Bohm*. Edited by B.J. Hiley and David Peat).
- Wilber, Ken. "Integral Art and Literary Theory" (from *The Eye of the Spirit* by Ken Wilber).
- Wilber, Ken. "Always Already" (from *The Eye of the Spirit* by Ken Wilber).

Assessment Guidelines for Assignments

A = Excellent = Exceptional Paper (100-90 points)

- All items requested in the assignment details are included
- Comprehensive grasp of subject matter is demonstrated
- In-depth understanding of relevant concepts issues related to topic addressed / assigned
- Profound analytical critique, synthesis, & evaluation of information
- Insight in thought and contribution of something new
- Thorough explanation of the connection and/or application of disciplines *
- A clear, concise, and fluent style highlighting a well-written & logically structured essay
- A virtually flawless mastery of all aspects of grammar, structure, spelling, & style
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

B = Good = Above Average Paper (89-80 points)

- All items are included: meets all requirements
- Good grasp of subject matter is demonstrated
- Basic understanding of relevant concepts & issues related to topic addressed
- Incorporates the connection between disciplines or the application thereof *
- Some in depth analytical critique, synthesis, & evaluation of information
- A clear, concise, and fluent style highlighting a well-written & logically structured essay.
- A good grasp of grammar, structure, spelling, & style
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

C = Satisfactory = Competent Paper (79-70 points)

- All items are not included: one key area weak or missing
- Basic grasp of subject matter is demonstrated
- Some understanding of relevant concepts & issues related to topic addressed
- Adequate attempt for analytical critique, more reporting than analyzing
- Minimal attempt to discuss/apply disciplines *
- Essay with an acceptable style and structure
- Basics of grammar, structure, and spelling
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

D = Poor = Marginally Acceptable Paper (69-60 points)

- All items are not included: more than one key item missing or very weak
- Confusion of subject matter is demonstrated
- Understanding of relevant concepts & issues related to topic addressed is weak
- Just reporting events
- Just mentions the connection between, or application of, disciplines *
- A basic grasp of grammar, structure, spelling, & style
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

E = Failing = An Unacceptable Paper (59-50 points)

- All items are not included
- A basic lack of understanding of the subject matter
- No attempt to go beyond description
- No mention of the application or integration of disciplines *
- Written expression is disorganized and poorly expressed
- Serious errors in grammar, sentence structure, and spelling
- Timely submission & Academic integrity questionable
- Standard format not followed

* When applicable

A Word on Active Reading

A review of active reading: Why it helps & How to do it

You are already a good learner or you wouldn't have made it this far!

But what's been your attitude toward learning and, specifically, toward reading?

Do you generally enjoy it and gather the information from it you should? Or do you consider reading to be a chore? Perhaps boring? Or do you feel like you don't get much out of it?

Regardless of your preferred learning style, the simple fact is this: There's a lot of information in this world that comes in print format (whether on paper or on your computer screen) that we have to be able to negotiate to succeed in life. For instance, there will be a lot of reading in this class, as in most of your online classes. If we were in a face-to-face class, I'd share some tips on note-taking from lectures, but we're in an online class where all face-to-face time is replaced with reading, or some multimedia form of presentation (which, granted, some of will find more stimulating). Whatever the case, it's worth spending a few minutes on how to get the most out of your time spent reading. My hope is to help make your reading more interesting and more productive (even if it takes you a few more minutes to do it). As you no doubt know, reading is more than moving one's eyes across the page or putting in time. Reading is not a passive activity where the words just magically flow into your head and imbue you with knowledge; reading for comprehension is an active process!

Here are some tips help you along your way.

BEFORE YOU READ – Preview the Material

If it is a book, read the back cover and the inside flaps. Read the table of contents page, foreword, or preface, and introduction like it really matters—because it does! Doing these simple things help create a framework in your mind for what the book is about and what you are about to learn. Having the chapter titles in mind and knowing how the writer saw fit to organize the information within those chapters (major headings and subheadings) helps you to organize your learning as you read.

Scan the book and set your eyes on a paragraph here or there. Notice what words are bolded or italicized. Allow your curiosity to develop; what captures your interest? What questions come to mind?

If it is an article, an excerpt, or something like this handout, do the same thing. Preview it as best you can by looking at headings, subheadings, and the like, as described above. 2 As you look it over, think to yourself, "OK, my professor had a good reason for assigning this, so what is it?" If it isn't apparent, then resolve to answer that question as you read, as well as actively look for ideas that will be useful to you for the assignment, the class, or in your life.

Having this organization in your mind, and getting a feel for the materials, gives you a structure that you can "hang" individual insights you gather onto as you read. This will later help you to see both the bigger picture and appreciate the details, both of which will aid in memory and application.

AS YOU READ – Take Notes and Make Notes

Our minds are so capable of processing boatloads of information that they often want to wander off task or will see something as “boring” or “difficult” unless you keep focused. Besides reading where it is quiet and with minimal distractions, here’s how to keep on track....

Read with a notebook handy, and as you read do these two simple things:

Take notes and make notes.

What’s the difference?

Taking Notes

Taking notes involves jotting down the key information you come across – like vocabulary and definitions, concepts, theories, models, and disciplinary or interdisciplinary connections. (Yes, you may be highlighting some of those in the book as you read; but take the time to write them down and you will stay more involved in the reading and keep more focused.) These don’t have to be long. No need to simply re-write everything in the book! Just as it isn’t helpful to underline or highlight everything. How can the main points (or some of the key subtler ones) stand out if you’ve marked everything? That said, you may be making a quick note quite often especially if you’re learning a lot of new things, but it can be a few words or a brief sentence per observation.

Taking notes has to do with writing down what is being told to you from the reading.

Making Notes

Making notes involves capturing what’s coming from inside you as you read.

Making notes involves jotting down the ideas you have that connect with classes or experiences you had in the past or are having currently. The “this reminds me of...,” or the “this relates to...” kind of moments. Making notes involves any ideas that come to you as you read that connect to other information in the reading or to your life, this chunk of course content, the overall focus of the course, and/or your key learnings and knowledge / skills developed through your program of study. Why? Because:

1. Making connections will help you maintain or improve interest in the material
2. Making connections helps improve your overall retention of key ideas
3. Making connections increases your ability for “transfer of learning” – actually using what you learn in other settings (like in your career or personal life), and isn’t that really what getting an education is all about?

ASSIGNMENTS

Paper #1: Spiritual Autobiography Paper

Your first project is the writing of a Spiritual Autobiography. This is similar to a typical autobiography except here you are not simply recounting the story of your life, but rather the story of your spiritual life. No research necessary here. This is a straight forward project. I would like you to look over your life – go back as far as you like – and tell a story. Using standard formal English, write a narrative essay. You need to link life experiences to what you label “spiritual values,” or a “spiritual aesthetic” or “spiritual ethical behavior.” That is, your paper requires you to simply connect experiences to “the spiritual.” This is your first project this semester because I use it to determine what you currently label “spiritual.” By the time the semester is over, we will have explored the spiritual and you will have a working definition of “spirituality” and more specifically, “integral spirituality.” This project is simple. It is a self-evaluation paper where you are simply integrating experiences that you believe to be spiritual, for whatever reason. Be sure to provide a definition of “spirituality” somewhere in the paper. The paper is to be a minimum of 4 pages.

Paper #2: The Hero with a Thousand Faces Paper

This assignment requires you to apply our first integral model: “The Hero’s Journey/Power of Journey Model.” For this assignment you are to take Joseph Campbell’s classic text, *The Hero with a Thousand Faces* and simply critique it. **What is important to understand here is that I am looking for your own personal critique – I am not interested in a book report**, for I have read the book (several times), **nor is this a research paper – no need to use a library and cite sources**. I am giving you two options here.

- 1) One way to critique this work is to take Campbell’s model and apply it to your own life. That is, after reading Part One of the text, and after examining “The Hero’s Journey” diagram in Chapter IV – “The Keys,” you might want you to attempt to view your life as a Hero’s/Heroine’s Journey. By using Joseph Campbell’s language, you can mythologize your soul’s journey thus far. Ask yourself questions such as: Where am I called? Who or what can help me answer my call? Where is my greatest fear (the ogre)? Where am I tested in my life? And who or what can help me pass those tests? Have I discovered anything of significance? Where might I be in flight? What discovery needs to be implemented in my life? And have I felt a sense of renewal?

In answering these questions, you are in essence critiquing Campbell’s book in a creative way. **Do note that it is important that you display critical thinking in regard to the book**; that is, I need to be able to determine the extent to which you have assimilated Campbell’s philosophy; thus, do refer to the text often and share your thoughts on his thoughts!

- 2) Another option is to take Campbell’s model and apply it to your favorite novel (i.e. *Moby Dick*, *The Catcher in the Rye*, *The Great Gatsby* etc.) or film (i.e. *Star Wars*, *The Lord of the Rings*, *The Matrix* etc.). How does your chosen novel or film reflect “the hero’s journey”? Identify the hero, helpers, ogres etc. Here you could compare yourself to a

certain character and demonstrate that you are on a similar journey; yet, this is not necessary. With the second option, as in the first option, I am interested in seeing how well you have assimilated Campbell's work. With the first option, you should have the outline/summary of a "spiritual" adventure that you can call your own, but with the second option, you simply share a character's spiritual adventure – I leave it up to you on whether or not you want to draw parallels to your own life.

But again, in answering these questions, you are in essence critiquing Campbell's book in a creative way. **Do note that it is important that you display critical thinking in regard to the book;** that is, I need to be able to determine the extent to which you have assimilated Campbell's philosophy, so do refer to the text often and share your thoughts on his thoughts!

The paper is to be a minimum of 4 pages.

Paper #3: Integral Practices Paper

For our third assignment, you have two options.

- 1) You can write another personal critique paper, this time on Ken Wilber's *Integral Meditation*. However, with this paper, **research is required** (following MLA or APA standards) on both the author and the text in order to contextualize your own point of view. Thus, this paper is both a self-evaluation paper AND an old-fashioned research paper.

Using the Integral/AQAL model located in the *Integral Meditation* text and the *Integral Life* website (see our Blackboard site): a) evaluate the model itself and share what you believe to be the value of meditation; b) create for yourself your own personal ILP plan. This assignment allows you to move beyond simply taking a theoretical approach to this material; here you can get "practical" while also implementing interdisciplinary inquiry/research skills. ILP and Integral Meditation ("Big Mind") workshops have been offered for years, and they are quite popular due to their transformative nature. If the "modular" approach Wilber takes does not appeal to you, then consider using the "quadrant" approach I take in my own corporate workshops – ask yourself the following four questions and then decide what kinds of things you can do to create a more integrated life: 1) What is my relationship to my mind? 2) What is my relationship to my body? 3) What is my relationship to other people? 4) What is my relationship to my work and nature? Your thoughts on meditation and your ILP is shared within the research you do on the author and text itself.

Once again, the paper is to be a minimum of 4 pages (utilizing a minimum of four sources).

- 2) You can do a traditional content/textual analysis research paper project utilizing the AQAL model contained in *Integral Meditation* – applying it to an American modern painting.

Go to the Art Institute of Chicago website (see our Blackboard site) and view three different paintings: *Nighthawks* by Edward Hooper, *American Gothic*, by Grant Wood, and *Black Cross, New Mexico* by Georgia O'Keeffe (substitutions can be made with

instructor approval). Then read the supplemental reading “Integral Art and Literary Theory” by Ken Wilber (see our Blackboard site). Your assignment is to choose ONE painting and apply the AQAL model. Your writing is guided by four different theories of art interpretation – all four theories are adequately represented: art is in the maker (conscious intent); art is in the hidden (unconscious) intent; art is in the artwork; art is in the viewer. The work conveys to the reader what knowledge and ideas have been established on a given text in relation to these four theories, and what their strengths and weaknesses are. In light of the four theories of art interpretation guiding the content/textual analysis project, the individual provides a reasonable selection of sources. Utilizing the AQAL model, the individual effectively integrates the material across the four theories and multiple disciplines creating an effective holistic interdisciplinary perspective from which to view the text under consideration.

Once again, the paper is to be a minimum of 4 pages (utilizing a minimum of four sources and following MLA or APA standards).

Paper #4: The Evolution of Consciousness Paper

The Evolution of Consciousness Paper is another personal critique paper which has its focus the application of the Holonomic/Implicate Order model. This time you CAN use a library and do research on the authors/works chosen in order to contextualize your own point of view – although this is NOT required. And you are free to use any type of source (although scholarly journal articles and books written by scholars are preferred, and never use Wikipedia as a source). If you do decide to do research, it is important to choose your preferred research style format (MLA or APA) and follow it closely (see our grading criteria sheet). Once again, the paper is to be a minimum of 4 pages (utilizing a minimum of four sources if you chose to do research). You have three optional questions here; choose ONE:

- 1) Various writers and scholars (e.g. Terence McKenna, William Irwin Thompson, Eckhart Tolle, and Ken Wilber) believe that human consciousness is evolving. They believe that we, as humans, are moving into a new age – the age of planetary civilization – the age of post-religious spirituality (for Thompson, this may be preceded by a new “dark age”). What do you think? Is human consciousness evolving: yes or no? If yes, what will this new civilization and new post-religious spirituality look like? How will the “shift” from the *old* (materialism and linear reductionism) to the *new* take place? What will the process look like? And what role can the “holographic world-view/paradigm” have? If no, then what *does* our future look like?

Consider the work of Jiddu Krishnamurti. Unlike people like McKenna, Thompson, Tolle, and Wilber, Krishnamurti does not believe that human beings are evolving psychologically or spiritually – that human consciousness is evolving. **Why** does he feel this way? Do you agree with him?

- 2) Why is the holographic world-view superior to the mechanistic world-view? And how does each world-view integrate the nature of consciousness?
- 3) What is the future of humanity? And what role can “creative intelligence,” “dialogue,” and “the proprioception of thought” play in manifesting that future?

Paper #5: Reading List Paper

Your last paper assignment is another personal critique paper. However, this time you are to choose a text from our “Suggested Reading List.” Here **research is required** (following MLA or APA standards). You are to choose any book listed in the Suggested Reading List and critique it – once again: no book reports. Research is done on the author and work chosen in order to contextualize your own point of view. And you are free to use any type of source (although scholarly journal articles and books written by scholars are preferred, and never use Wikipedia as a source). It is important to choose your preferred research style format (MLA or APA) and follow it closely (see our grading criteria sheet). Once again, the paper is to be a minimum of 4 pages (utilizing a minimum of four sources).

INSTRUCTOR BIO

Michael R. Pryzdia is an experienced teacher, writer, speaker, and corporate consultant and trainer. He holds a doctorate from Bowling Green State University in the field of American Culture Studies where he served as a faculty member of both the American Studies and Ethnic Studies Departments. From 1994 to 2001 he served as Vice-President of Life Design Inc., a corporate consulting firm dedicated to helping employees balance their personal and professional lives. From 2001 to 2006 he served as Vice-President of PR Integrated Business Solutions and as Senior Consultant/Facilitator at Carla Carter & Associates, two corporate consulting companies based in Arizona. He focused on delivering Conflict Management and Effective Communication seminars as well as Executive and Leadership Coaching and consulting sessions. As owner of IQ2, Michael currently offers "The Thunder of Insight Program" -- an extensive program composed of talks, seminars, and dialogue projects geared to fostering insight, creativity, and effective communication for organizational employees. His clients have included: Honeywell, Motorola, Intel, The Dial Corporation, Indian Health Service, Central Arizona Project, Arizona Game and Fish, and the Kyrene, Scottsdale, and Mesa Public School Districts.

Michael has taught a variety of courses in a variety of disciplines including: Interdisciplinary Studies, Organizational Studies, Organizational Leadership, Ethnic Studies, American Studies, English, Philosophy, Mythological Studies, and Depth Psychology. He joined the Leadership and Interdisciplinary Studies Program at Arizona State University in 2004 and is a Senior Lecturer; Michael is also an adjunct faculty member of Barrett, The Honors College. Dr. Pryzdia is very active within the Association for Interdisciplinary Studies, providing papers and presentations annually at the annual conference. He is also the Co-Advisor of the ASU chapter of Alpha Iota Sigma -- the National Honor Society of the Association for Interdisciplinary Studies.

Michael's talks and writings addressing the public audience focus on the nature of human consciousness where he integrates work being done within the disciplines of Philosophy, Psychology, Cognitive Biology, Quantum Physics, and Complex Dynamical Systems Theory.

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OTHER TITLES IN THE
COLLECTED WORKS OF JOSEPH CAMPBELL

Thou Art That:
Transforming Religious Metaphor

The Inner Reaches of Outer Space:
Metaphor as Myth and as Religion

The Flight of the Wild Gander:
Selected Essays 1944-1968

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