

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 & Integrative Studies
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Prefix: LST Number: 470 Title: Liberal Studies Seminar 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

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Literacy and Critical Inquiry --L **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 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area 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. 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.

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:

- X Signed course proposal cover form
- X [Criteria checklist](#) for General Studies designation being requested
- X Course catalog description
- X Sample syllabus for the course
- X 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 Prydzia E-mail Michael.Prydzia@asu.edu Phone (602) 496-0637

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kevin Ellsworth Date: 3/9/20

Chair/Director (Signature): _____

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

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

ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
LST	470	Liberal Studies Seminar	L

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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1	50% of the final course grade rests on writing that engages in interpretation of textual evidence. Note that another 30% of the final course grade is composed of 13 different "mini-essays" to be written in standard formal English as part of required discussion exercises (half of these will require peer response posts).	The course requires the successful execution of two research paper projects. The mid-term paper (25% of the final course grade) requires the students to respond to a prompt in order to conduct a comparative analysis of two course texts, at least two additional scholarly sources, as well as conducting primary research in the form of qualitative interviews. The final paper (25% of the final course grade) requires students to create an original argument about one of the course texts, to analyze the text as a way to prove the argument's validity, and to gather, select, and incorporate research to support argumentative and analytic efforts. See syllabus, pages four, eight, nine.
C-2	Writing assignments offer opportunities to demonstrate data gathering and evaluation as a way to conduct critical analysis.	Each paper asks students to gather and evaluate evidence from scholarly texts in order to interpret them for a range of meanings -- for the mid-term paper, (utilizing both primary and secondary research methodoloical procedures), through comparative analysis; and for the final paper, through argumentative analysis that requires a research component of academic and non-academic sources. Both papers allow students to engage in critical inquiry as a way to sport an argument. See syllabus, page five.
C-3	Writing assignments require students to engage in in-depth interpretation	.The course requires the succesful execution of two research papers. The mid-term paper requires the utilization of both primary and secondary research methodoloical procedures and is a critical comparative analysis paper that requires students to evaluate the work of thinkers and scholars working within the field of consciousness studies. The final paper is a critical analysis paper with research that requires students to create an original argument about one of the course texts, to analyze the text as a way to prove the argument's validity, and to gather, select, and incorporate research to support argumentative and analytic efforts. See syllabus, page five.

C-4	Instructor provides feedback with the intent of encouraging better performance in writing and analysis.	See syllabus, page five. See also the course schedule for an idea of a typical timetable with relation to due dates both for the research papers and the discussion exercises. [Note: there are two different course schedules in the course syllabus attached.]
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LST 470: Liberal Studies Seminar (Changing Consciousness)

Faculty Information

Name: Dr. Michael Pryzdia
Office: UCENT 360F
Phone: 602-496-0637
Email: Michael.Pryzdia@asu.edu
Office Hours: By Appointment

Catalog Description

Advanced analysis and application of theories and methods of human and social inquiry.

Course Description

This version of the Liberal Studies capstone seminar/course explores the nature of thought, insight, meaning, and human consciousness. The course examines the vicious cycle of our thought processes and reveals the hidden source of a few of the complex global problems (e.g. social, political, environmental) facing human beings in the twenty-first century. There is an attempt to expose the basic disharmony between the human intellect and the emotions. The course proposes the need for a radical reexamination of the entire process of thought and attempts to demonstrate that the world will not change until our thought process changes. The course also centers on a distinction that is made between thought and insight, the latter being tied to what can be called "creative perception." It will be proposed that our current global society lacks insight or creative perception but that such an insight or perception has a great deal of potentially transformative power. Obstacles to such a perception and to creativity in general will be explored.

Course Objectives

This course will allow students to explore the nature of holistic thinking and creativity relating to the topic of human consciousness. There is an attempt to place conscious awareness on the function of thought so that thought can become proprioceptive. Students will gain a better understanding of themselves and their place in the global world-space.

Learning Outcomes

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

- Demonstrate the ability to analyze at least one topic/theme using humanities and social sciences perspectives
- Demonstrate the ability to apply insights, concepts, or theories from the humanities and social sciences learned in LST 370
- Demonstrate the ability to apply inquiry skills learned in LST 370
- Demonstrate the ability to synthesize humanities and social sciences perspectives
- Demonstrate the ability to identify obstacles to creativity and successful inter-personal communication

- Demonstrate evidence of metacognition and self-evaluation

Texts and Resources

- Bohm, David and Mark Edwards. *Changing Consciousness: Exploring the Hidden Source of the Social, Political, and Environmental Crises Facing our World*. Harper-Collins, 1991.
- Bohm, David and David Peat. *Science, Order, and Creativity*. Bantam, 1987, 2000. [PDF]
- Krishnamurti, Jiddu. *The Wholeness of Life*. Harper & Row, 1979. [PDF]
- Zorskie, Joseph. *Consciousness: What You Should Know About It*. BookSurge, 2009.
- Readings, Videos, Audio (Canvas)

Prerequisite

LST student; LST 370 with C or better; Senior status; ENG 102, 105, or 108 with C or better

Course Schedule

MODULE ONE: Introduction to Changing Consciousness:

Activities	Points	Due Date
Discussion 1.1: Class Introduction	30	1/19/20
Discussion 1.2: On the Nature of Consciousness Studies	20	1/20/20

MODULE TWO: On the Nature of the Human Psyche and the Power of Symbols:

Activities	Points	Due Date
Discussion 2.1: Your Power of Journey	20	1/26/20
Discussion 2.2: Your Creative Impulse	20	1/27/20
Quiz #1	30	1/27/20

MODULE THREE: On the Nature of Insight, Intelligence, and Meditation:

Activities	Points	Due Date
Discussion 3/1: Biological v/s Psychological Security	20	2/2/20
Discussion 3.2: Freedom and Meditation	20	2/3/20
Quiz #2	30	2/3/20

MODULE FOUR: On the Nature of Thought:

Activities	Points	Due Date
Discussion 4.1: Participatory v/s Literal Thought	20	2/9/20
Discussion 4.2: The Concrete and the Abstract	20	2/10/20
Quiz #3	30	2/10/20
Mid-term Research Paper: On the Nature of Consciousness	200	2/10/20

MODULE FIVE: On the Nature of Thought (Contd):

Activities	Points	Due Date
Discussion 5.1: Listening with Awareness	20	2/16/20
Discussion 5.2: Mechanical World View v/s Holographic World View	20	2/17/20
Quiz #4	30	2/17/20

MODULE SIX: On the Nature of Creativity:

Activities	Points	Due Dates
Discussion 6.1: Hard Rain Project Discussion	20	2/23/20
Discussion 6.2: Artificial Intelligence: The Human Impact	20	2/24/20
Quiz #5	30	2/24/20
Final Research Paper: The Evolution of Consciousness	200	2/24/20
Extra Credit Assignment	Up to 20	2/24/20

Grading

Grade	Percentage	Points Range
A	90 – 100%	720 – 800
B	80 – 89%	640 – 719
C	70 – 79%	560 – 639
D	60 – 69%	480 – 559
E/F	Below 60%	479 and below

Course Access

Your ASU courses can be accessed by both my.asu.edu and asu.instructure.com; bookmark both in the event that one site is down.

Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers Chrome, Mozilla Firefox, or Safari
- Adobe Acrobat Reader
- Adobe Flash Player
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office (Microsoft 365 is free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Online Student Resources](#)

Assignment Grading Details

The work required to complete this course has been distributed among 800 possible points (or 100%), broken down into several key categories that divide the work:

- Quizzes (150 points) – 20%
- Discussion Exercises (250 points) – 30%
- Research Papers (400 points) – 50% **[C-1]**

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter](#) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

Research Paper Assignment Details:

All papers are research papers and must use 1.5 spacing, a 12-point font, one-inch margins and must be a minimum of four pages in length. When citing sources do adopt and strictly adhere to a research style format that you are comfortable with (e.g. MLA, APA, Chicago CMS). Please also see "Assessment Guidelines for Assignments." You must also meet any other specific requirements as indicated in the given assignment. You will submit two research papers, one near mid-term and another at final, both of which should advance argument and conduct in-depth analysis over course texts as well as additional scholarly resources (see "Suggested Readings" and "Suggested Articles" for additional resources).

Research Paper Descriptions:

Mid-term Paper – requires students to respond to a prompt in order to prepare an in-depth comparative analysis of two course texts read thus far in the semester as well as two additional scholarly sources. The mid-term paper accounts for 200 possible points. [C-2] [C-3]

Final Paper – requires students to create an original argument supported by invested analysis and well-curated research to prove the argument's validity. The final paper accounts for an additional 200 possible points. [C-2] [C-3]

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 7 days of the due date via the Gradebook. Note that each of the four research papers requires the writing of a rough draft which is then taken through a peer review process before being eligible for a final draft submission. Students will receive feedback regarding each paper rough draft in the form of instructor commentary (which also integrate peer review commentary) in marginal notes throughout the essay with an endnote that includes grade rationale. For the final drafts, students will receive feedback in the form of an endnote explaining grade rationale. Note also that a number of the discussion exercises done this semester also function as "pre work" related to the drafting of your research papers. [C-4]

Late or Missed Assignments

Any assignment turned in after the deadline will lose 10% of its value per day late. Only under extraordinary circumstances will the late penalty be waived. Such situations must be brought to the instructor's attention immediately after they occur. No late work will be accepted after the last day of the course. There is no late accepted with regard to quizzes as well as missed peer responses for discussion exercises. NOTE: grades are generally posted in the grade-book within a 7-day period (usually before). By the way: students can submit work early if they like; however, I will not look at it until after the official due date. Precise due dates are found in the syllabus, course schedule, and course summary.

Follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

Communicating With the Instructor

Community Forum

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 48 hours.

Email

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Please make the subject line useful for me by including:

The class number - IDS 301

A word or two that captures the main point of your email

If phone is the best way to contact you for a particular issue, please always include your phone number in the body of each email. Also suggest times you plan to be at that number.

Please make a good effort to use the class website materials to find basic information before you post to the Community Forum, call, or email. I put as much there for you as I can. Out of respect for your time (and mine) and to answer your questions ASAP, please start with your materials. After that, if you have a special situation or need clarity, by all means post to the Community Forum, or contact me if it is personal. Go to "Announcements" regularly anyway to see if I've said something or if you can help a peer. NOTE: I try to respond to e-mails within a 24-hour period.

ASU Online Course Policies

View the ASU Online Course Policies e [ASU Online Course Policies](#).

Accessibility Statements

View the [ASU Online Student Accessibility](#) page to review accessibility statements for common tools and resources used in ASU Online courses.

If any other tools are used in this course, links to the accessibility statements will be listed below this sentence.

Syllabus Disclaimer: The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

LST 470: LIBERAL STUDIES SEMINAR (CHANGING CONSCIOUSNESS) SCHEDULE

In this course, Dr. Pryzdia offers a series of lectures, dialogues, discussion exercises, quizzes, and papers on a variety of topics that will revolve around general areas as is indicated in the schedule below:

MODULE ONE: Introduction to Changing Consciousness (Reading: *Consciousness Explained Better*)

TOPICS:

- Overview of Syllabus, Canvas Shell, and LST Program
- What is Consciousness?
- Descarte's Cogito Ergo Sum
- Plato's Allegory of the Cave
- "The Hard Problem of Consciousness"
- On Communication

ASSIGNMENTS:

- Discussion 1.1: Class Introductions (30pts)
- Discussion 1.2: Reading List Paper Proposal (20pts)

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

[Supplemental Video: "The Primacy of Consciousness" – Peter Russell]

[Supplemental Video: "The Allegory of the Cave – Plato]

MODULE TWO: On the Nature of the Human Psyche and the Power of Symbols (Reading: *The Hero with a Thousand Faces*, "Prologue" and "Chapter IV")

TOPICS:

- Mythology and Archetypal Depth Psychology
- Psychedelics, Psychosis, and Shamanism
- Yoga and the Eastern Way
- Love, Art, and the Western Way

ASSIGNMENTS:

- Discussion 2.1: Your Power of Journey (20pts)
- Discussion 2.2: Your Creative Impulse (20pts)
- Quiz #1 (30pts)

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

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

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

[Supplemental Audio: "Psychosis and The Hero's Journey" – Joseph Campbell.]

[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]

[Supplemental Reading: "Bridging Worlds of Myth and Science: The Poetic Scholarship of William Irwin Thompson" by Jeremy Johnson]

[Supplemental Reading: “Introduction” and “Shamanism” from *Food of the Gods* by Terence McKenna.]
[Supplemental Audio: “New and Old Maps of Hyperspace” – Terence McKenna.]

MODULE THREE: On the Nature of Insight, Intelligence, and Meditation (Reading: *The Wholeness of Life, Dialogues IV-VII*)

TOPICS:

- Truth, Actuality, Reality, and Illusion
- The Ending of Time
- The Limits of Thought
- Direct Perception

ASSIGNMENTS:

- Discussion 3.1: Biological v/s Psychological Security (20pts)
- Discussion 3.2: Freedom and Meditation (20pts)
- Quiz #2 (30pts)

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

[Supplemental Reading: Selected chapters from *Be As You Are* by Ramana Maharshi]

[Supplemental Reading: Selected chapters from *A New Earth* by Eckhart Tolle]

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

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

[Supplemental Reading: Selected chapters from *Truth and Actuality* by Jiddu Krishnamurti]

[Supplemental Reading: “On the Nature of Intelligence” from *An Uncommon Collaboration* by David Moody]

[Supplemental Reading: *Freedom From the Known* by Jiddu Krishnamurti]

[Supplemental Video: “Transformations of Man” – Jiddu Krishnamurti]

[Supplemental Video: “The Future of Humanity” – Jiddu Krishnamurti]

MODULE FOUR: On the Nature of Thought (Reading: *Changing Consciousness, Chapters 1-2*)

TOPICS:

- The World Crises and Thought
- Technological Ascent and Psychological Descent
- The Proprioception of Thought

ASSIGNMENTS:

- Discussion 4.1: Participatory Thought v/s Literal Thought (20pts)
- Discussion 4.2: The Concrete and the Abstract (20pts)
- Quiz #3 (30pts)
- Mid-term Research Paper: On the Nature of Consciousness (Rough Draft) [C-4]
- Mid-term Research Paper: On the Nature of Consciousness (Final Draft) (200pts) [C-4]

[Supplemental Reading: “Art, Dialogue, and the Implicate Order” from *On Creativity* by David Bohm]

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

[Supplemental Reading: “On Thought as a System” from *An Uncommon Collaboration* by David Moody]

[Supplemental Reading: “On the Nature of Time” from *An Uncommon Collaboration* by David Moody]

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

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

MODULE FIVE: On the Nature of Thought CONTD. (Reading: Changing Consciousness, Chapters 3-6)

TOPICS:

- Illusion and Reality
- Dialogue and Collective Thought
- On Meaning
- The Holographic Paradigm

ASSIGNMENTS:

- Discussion 5.1: Listening with Awareness (20pts)
- Discussion 5.2: Mechanical World View v/s Holographic World View (20pts)
- Quiz #4 (30pts)

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

[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 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.]

MODULE SIX: On the Nature of Creativity (Reading: *Science, Order, and Creativity*, Chapters 5-6)

TOPICS:

- Generative Order in Science, Society, and Consciousness
- Intelligence v/s Intellect
- Creativity in the Whole of Life
- The Hard Rain Project

ASSIGNMENTS:

- Discussion 6.1: Hard Rain Project Discussion (20pts)
- Discussion 6.2: Artificial Intelligence: The Human Impact (20pts)
- Quiz #5 (30pts)
- Final Research Paper: The Evolution of Consciousness (Rough Draft) **[C-4]**
- Final Research Paper: The Evolution of Consciousness (Final Draft) (200pts) **[C-4]**
- Extra Credit Assignment (up to 20pts)

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

[Supplemental Audio: “Computers, Thought, and Insight” – Jiddu Krishnamurti and David Bohm]

[Supplemental Website: “The Hard Rain Project Whole Earth Exhibition in Pictures” – Mark Edwards]

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).

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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?

A WORD ON DOING WELL ON THE DISCUSSION ASSIGNMENTS

As you begin to get into the "rhythm" of the course, I want to point out one important consideration with respect to doing well (and scoring well) in regard to your discussion topic postings. Be sure to **CONNECT WITH** (meaningfully reference) each of the readings for the weekly learning modules in some way as you respond to the discussion topics. Making connections to the readings is one way that I can determine the extent to which each of you have read and processed the weekly readings. It is your responsibility to read actively, make connections between what you are thinking about with respect to the discussion topics/assignments and the readings, and then illustrate those connections within your responses to various applicable discussion topic/assignment prompts. All other things being equal, this is what will separate the "A" scores from the "B" scores etc -- I am looking for the connections you are making! Developing the habit of reading actively will help you make those connections explicit.

DISCUSSION INSTRUCTIONS:

Sometimes it is better to type up your response in Word and then copy/paste it into your discussion posting. I need to emphasize how important it is for each of you to treat the discussion exercises/assignments as if they were mini-essays. That is, please use standard formal English when creating them -- do not create them the same way you might create an e-mail or text message on your phone -- (i.e. lol) -- and watch your grammar. I am attached to this policy because I know for a fact that college graduates who are literate, who can write and communicate are those that excel professionally, and personally.

Once you are on the discussion page, click "Reply" to add a new thread and get started.

In the **FIRST LINE** of your posting, please put: your last name and first initial (no spaces).

In the body of your discussion thread, please post your response to the discussion topic and/or prompts. Then, for the first discussion in each module, be sure to review your classmate's responses and then respond to/comment on at least **TWO** of your fellow classmate's initial postings. If you would like to respond to more than two classmates, that is fine too; but you will be graded on only two peer responses. Remember, your responses to your classmates should be well-written, meaningful, and provide additional depth and/or a different perspective on the issue at hand. The readings are intended to provoke discussion, and a number of the discussion questions are designed to give you an opportunity to engage in critical analysis and formulate a well-reasoned response to an author's or classmate's thoughts and/or arguments. In evaluating your discussion responses, I am not looking for a "correct" answer or a "correct" opinion but rather for thoughtful and well-supported engagement with the concepts and information presented.

INSTRUCTOR BIO

Michael R. Pryzdia is an experienced teacher, writer, speaker, and corporate consultant and trainer. Since 1994, he has owned and operated corporate consulting companies dedicated to helping employees balance their personal and professional lives. As owner and President of IQ2, Professor Pryzdia currently offers "The Thunder of Insight Program" -- an extensive program composed of talks, seminars, and dialogues geared to fostering insight, creativity, and effective communication for organizational employees.

Professor Pryzdia has taught a variety of courses in a variety of disciplines including: Interdisciplinary Studies, Organizational Studies, Organizational Leadership, Project Management, Ethnic Studies, American Studies, English, History, Philosophy, Mythological Studies, and Archetypal Depth Psychology. He joined the Faculty of Leadership and Integrative Studies at Arizona State University in 2004; he is also an adjunct faculty member of Barrett, The Honors College. Professor Pryzdia is very active within the Association for Interdisciplinary Studies. He is also the Co-Advisor of the ASU chapter of Alpha Iota Sigma -- the National Honor Society of the Association for Interdisciplinary Studies.

Professor Pryzdia's talks and writings addressing the public audience focus on the nature of consciousness where he integrates work being done within the disciplines of Philosophy, Psychology, Cognitive Biology, Quantum Physics, and Complex Dynamical Systems Theory. He is particularly well-versed in the work of the Indian sage Jiddu Krishnamurti and the quantum physicist David Bohm as well as the Integral theory of Ken Wilber.

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Changing Consciousness

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THE WHOLENESS OF LIFE

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PART I

SEVEN DIALOGUES

between Krishnamurti, Dr David Bohm, Professor of Theoretical Physics at Birkbeck College, University of London, and Dr David Shainberg, a Psychiatrist of New York City

Abridged from video-tape recordings at Brockwood Park, Hampshire, in May 1976

Consciousness

What You Should Know About It

Joseph Zorskie

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