

## 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

Prefix: LST Number: 470 Title: Liberal Studies Seminar Topic: Changing Consciousness Units: 3

Course description:

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 cross-listed 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 so, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** L Literacy *Note- a **separate** proposal is required for each designation*

**Mandatory Review:** Yes

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucic@asu.edu](mailto:Phyllis.Lucic@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 \(SO/SO\)](#)

[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"/> | <b>CRITERION 1:</b> 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>   |                                  |
| 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.  |                          |  |                                  |
| 2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p style="text-align: left; margin-top: 10px;">C-1</p> |                          |  |                                  |
| <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.   |                                  |
| 1. Please describe the way(s) in which this criterion is addressed in the course design.   |                          |  |                                  |
| 2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p style="text-align: left; margin-top: 10px;">C-2</p> |                          |  |                                  |
| <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <b>CRITERION 3:</b> 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. |                                  |
| 1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements   |                          |  |                                  |
| 2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p style="text-align: left; margin-top: 10px;">C-3</p> |                          |  |                                  |

## ASU - [L] CRITERIA

| YES  | NO                       |  | Identify Documentation Submitted |
|--|--------------------------|--|----------------------------------|
| <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <b>CRITERION 4:</b> 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>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 <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> 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<br>checksheet) | How course meets spirit<br>(contextualize specific<br>examples in next column)   | Please provide detailed evidence of how course<br>meets criteria (i.e., where in syllabus)  |
|-------------------------------|--|---|
| 1, 2, 3, 4                    | At least 50% of the final course grade is dependent on students writing 4 different research papers utilizing qualitative research methodological procedures, all of which involve the gathering, interpreting, and evaluating of evidence. Each of these research projects are focused on sharpening a student's critical thinking and critical writing skills. Another 63% 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). Each of the 4 research papers requires the writing of a rough draft which is then taken through a peer-review process before students are allowed to post their final drafts. Note also that a number of the discussion exercises also function as "pre-work" related the drafting of a student's their research paper. | With regard to Criteria 1, 2, and 3: please see "Assignments" (highlighted in red) in the course syllabus for a detailed description of each of the research papers.<br><br>With regard to Criteria 4: please see the "Course Schedule" (highlighted in green) [and note that there are two different course schedules in the course syllabus] for an idea of a typical timetable with relation to due dates both for the research papers and the discussion exercises. |
|                               |  |   |

LST 470 - Liberal Studies Seminar

Course Description

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

## **LST 470: Liberal Studies Seminar (Changing Consciousness)**

### **Faculty Information**

Name: Dr. Michael Prydzia  
Office: UCENT 360F  
Phone: 602-496-0637  
Email: Michael.Prydzia@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 will 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  |
| On the Nature of Consciousness Paper  | 100    | 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   |
| The Hero with a Thousand Faces                        | 100    | 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 |
| The Reading List Paper | 100 | 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   |
| The Evolution of Consciousness Paper                      | 100      | 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](http://my.asu.edu) and [asu.instructure.com](http://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](#)

### **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.

### **Assignment Details:**

All assignments must use 1.5 spacing, a 12-point font, one-inch margins and must meet any other specific requirements as indicated in given assignment.

### **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.

### **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)
- Paper #1: On the Nature of Consciousness (Rough Draft)
- Paper #1: On the Nature of Consciousness (Final Draft) (100pts)

[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)
- Paper #2: The Hero with a Thousand Faces Paper (Rough Draft)
- Paper #2: The Hero with a Thousand Faces Paper (Final Draft) (100pts)

[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)
- Paper #3: The Reading List Paper (Rough Draft)
- Paper #3: The Reading List Paper (Final Draft) (100pts)

[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)
- Paper #4: The Evolution of Consciousness Paper (Rough Draft)
- Paper #4: The Evolution of Consciousness Paper (Final Draft) (100pts)
- 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**

### **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*.

Hillman, James. *A Blue Fire: Selected Writings*.

Johnson, Robert. *Inner Work*.

---. *He*.

---. *She*.

---. *We*.

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:**

Castaneda, 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.*

### **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.*

Singleton, Mark. *Yoga Body: The Origins of Modern Posture Practice.*

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 and the Future of Spirituality.*
- . *The Integral Vision: A Very Short Introduction.*
- . *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.*
- . *Sex, Ecology, and Spirituality: The Spirit of Evolution.*
- . *A Theory of Everything: An Integral Vision for Business, Politics, Science, and Spirituality.*
- . *Trump in a Post-Truth World.*
- . *Up from Eden: A Transpersonal View of Human Evolution.*

#### **Quantum Physics, Holonomic Brain Theory, and Dialogue:**

- Bohm, David. *Causality and Chance in Modern Physics.*
- Bohm, David and Mark Edwards. *Changing Consciousness: Exploring the Hidden Source of the Social, Political, and Environmental Crises Facing Our World.*
- . *The Essential David Bohm* (Edited by Lee Nichol).
- . *On Dialogue.*
- . *Quantum Theory.*
- . *Science, Order, and Creativity: A Dramatic New Look at the Creative Roots of Science and Life.*
- . *The Special Theory of Relativity.*
- . *Thought as a System.*
- . *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. *Developing Supersensible Perception.*
- . *The Little Book of Consciousness.*
- . *Ten Electromagnetic Field Theories 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.*  
Penrose, Roger. *The Emperor's New Mind.*  
---. *Shadows of the Mind.*  
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.*

## **SUGGESTED ARTICLES**

- Bergstrom, Matti. "Meaning and the Living Brain" (from *The Search for Meaning*. Edited by Paavo Pylkkanen).
- 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. "Hidden variables and the implicate order" (from *Quantum Questions: Essays in Honor of David Bohm*. Edited by B.J. Hiley and David Peat).
- Bohm, David. "Generative Order in Science, Society, and Consciousness" (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 Pylkkanen).
- 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).
- Di Base, Francisco. "A Holoninformational Model of the Physical Observer" from *Quantum Biosystems* (2009), 3, 207-220).
- 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 Pylkkanen).
- Griffor, Arleta. "Mind and its Wholeness" (from *The Search for Meaning*. Edited by Paavo Pylkkanen).
- Hameroff, Stuart and Roger Penrose. "Orchestrated reduction of quantum coherence in brain microtubules: A model for consciousness" (from *Mathematics and Computers in Simulation* (1996), 40: 453-480).
- Hiley, Basil and Paavo Pylkkanen. "Can Mind Affect Matter Via Active Information?" (from *Mind and Matter* (2005), 3:2, 7-27).
- Joye, Shelli. "The Pribram-Bohm Hypothesis Part I: The Cosmology of Consciousness" (from *Consciousness: Ideas and Research for the 21<sup>st</sup> Century* (2016), 1:3).
- Joye, Shelli. "The Pribram-Bohm Hypothesis Part II: The Physiology of Consciousness" (from *Consciousness: Ideas and Research for the 21<sup>st</sup> Century* (2016), 1:5).
- 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).
- Meijer, Dirk, K. F. "The Information Universe" (from *Syntropy* (2012), 1, 1-64).
- Meijer, Dirk K. F. and Simon Raggett. "Quantum Physics in Consciousness Studies" (from Quantum Mind: Exploring Quantum Theories of Consciousness website.)
- Penrose, Roger and Stuart Hameroff. "Consciousness in the Universe: Neuroscience, Quantum Space-Time Geometry, and Orch OR Theory" (from *Journal of Cosmology* (2011), vol. 14).
- 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. "The implicate brain" (from *Quantum Questions: Essays in Honor of David Bohm*. Edited by B.J. Hiley and David Peat).
- 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).
- Pylkkanen, Paavo. "Bohm, Plato and the Dark Age of Cave Mechanics" (from *The Search for Meaning*. Edited by Paavo Pylkkanen).
- Pylkkanen, Paavo. "Implications of Bohmian Quantum Ontology for Psychopathology" (from *NeuroQuantology* (2010)).
- Pylkkanen, Paavo. "Introduction" (from *Mind, Matter, and the Implicate Order* by Paavo Pylkkanen).
- Pylkkanen, Paavo. "The role of Eastern approaches in David Bohm's scientific-philosophical odyssey" (from *Progress in Biophysics and Molecular Biology* (2017)).
- Thompson, William Irwin. "Natural Drift and the Evolution of Culture" (from *Journal of Consciousness Studies* (2207), 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. "Always Already" (from *The Eye of the Spirit* by Ken Wilber).
- Wilber, Ken. "Integral Art and Literary Theory" (from *The Eye of the Spirit* by Ken Wilber).
- Williams, George. "Psi and the Problem of Consciousness" (from *The Journal of Mind and Behavior* (2013), 34: 3&4, 259-284).

## **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: On the Nature of Consciousness Paper

Your first paper assignment is designed to elicit critical thought and critical writing. Simply answer both of the following prompts: **“What is consciousness, and how do you know?” AND “What is the relationship between consciousness and reality?”** When responding, feel free to refer to anything already covered in class. Research is necessary here; but I am also only looking for your personal answer to these philosophical questions. I would like you to integrate Zorskie in your response, and feel free to utilize any of the other resources shared in Chapter/Module One if you so desire. Again: this is a “diagnostic” paper – realizing that you may have never contemplated these kinds of questions before, I am simply attempting to decipher your thoughts on the subject as we begin our semester.

**NOTE:** This first paper will be unique in that it only needs to be a minimum of 4 pages. Please use 1.5 spacing, one-inch margins, and a 12-point font. When citing sources do, adopt and strictly adhere to a research style format that you are comfortable with (e.g. MLA, APA, Chicago CMS).

### Paper #2: The Hero’s Journey Paper

For this assignment you are to take “The Hero’s Journey” model (from Joseph Campbell’s classic text, *The Hero with a Thousand Faces*) and simply critique it. And remember: you have help here (e.g. “The Hero’s Journey Defined” piece and *The Power of Journey* book that I wrote with my business partners many moons ago). **What is important to understand here is that I am looking for your own personal critique.** 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 “Prologue” of Campbell’s text 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 work in a creative way.

**Do note that it is important that you display critical thinking in regard to the readings/resources;** 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 and resources shared often with in-text citations 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 an "adventure" that you can call your own, but with the second option, you simply share a character's 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 work in a creative way. **Do note that it is important that you display critical thinking in regard to the readings/resources;** 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 with in-text citations and share your thoughts on his thoughts!**

**NOTE:** Regardless of which option you choose, please do your best to connect what you say to "the nature of consciousness" (as you understand it) in some way. Recall that we are using "The Hero's Journey" model in order to help us understand the nature of consciousness. Thus, do your best to comment on how the model has or has not helped you understand this phenomenon. **Please do feel free to integrate the other various resources shared with you in our second module – this is highly recommended.**

**NOTE:** This first paper needs to be a minimum of 4 pages. Please use 1.5 spacing, one-inch margins, and a 12-point font. When citing sources do, adopt and strictly adhere to a research style format that you are comfortable with (e.g. MLA, APA, Chicago CMS).

### **Paper #3: The Reading List Paper**

Your third paper is another personal critique paper. However, this time you are to choose a text from our "Suggested Readings List" located in the course syllabus. Here you are to choose any book from any author listed in the Suggested Readings List and critique it – once again: no book reports. Again, research is required. You do want to use a library and do research on the author and work chosen in order to contextualize your own point of view. And you are free to use any number of sources and any type of source (although scholarly journal articles and books written by scholars are preferred, and never use Wikipedia as a source). When utilizing sources, do be sure to cite properly. It is important to choose your preferred research style format (i.e. MLA, APA, Chicago etc.) and follow it closely (see our "Assessment Guidelines for Assignments" sheet located in the syllabus for grading criteria). Please do feel free to integrate various resources shared with you this semester in the course. And do note that a number of the sources listed are available as pdf documents in our Canvas course shell.

**NOTE:** This first paper needs to be a minimum of 4 pages. Please use 1.5 spacing, one-inch margins, and a 12-point font. When citing sources do, adopt and strictly adhere to a research style format that you are comfortable with (e.g. MLA, APA, Chicago CMS).

#### **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 and should encompass work done throughout the semester. Here you are to do research on the authors/works 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). Again, it is important to choose your preferred research style format (MLA, APA or Chicago CMS) and follow it closely (see our “Assessment Guidelines for Assignments” sheet located in the syllabus for grading criteria. Once again, the paper is to be a minimum of 4 pages (utilizing a minimum of four sources). 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?

## **INSTRUCTOR BIO**

Michael R. Prydzia 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, Dr. Prydzia 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.

Dr. Prydzia has taught a variety of courses in a variety of disciplines including: Interdisciplinary Studies, Organizational Studies, Organizational Leadership, Ethnic Studies, American Studies, English, History, Philosophy, Mythological Studies, and Depth Psychology. He joined the Faculty of Leadership and Integrative Studies at Arizona State University in 2004, where he is now a senior lecturer. He is also an adjunct faculty member of Barrett, The Honors College. Dr. Prydzia 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.

Dr. Prydzia'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. 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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