

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School	College of Integrative Sciences and Arts	Department/School	Leadership and Integrative Studies
Prefix: IDS	Number: 316	Title: The Nature of Consciousness	Units: 3

Course description: This course explores the nature of consciousness. We will examine the multiple dimensions of this topic by viewing the topic through various disciplinary perspectives with the goal of integrating these perspectives. The course will begin with an overview of some of the classic texts included in the contemporary scholarly research done on the topic, and it will end with an examination of a few of the complex global problems facing human beings in the twenty-first century and how those problems can be approached with an integrated "conscious" perspective.

We can then examine how such a perspective can take us from a fragmented world to one grounded in wholeness. Our journey will allow us to explore: 1) the nature of the human psyche; 2) yoga, meditation, and mysticism; 3) science, order, and creativity; 4) the holographic paradigm and holonomic brain theory; 5) the proprioception of thought; and 6) the "hard problem of consciousness." Disciplines examined in the class can include (but are not limited to): business, communication and media studies, religious studies, mythology, philosophy (East and West), psychology, sociology, world literature, quantum physics, cognitive biology, and art.

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

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? Yes

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

Requested designation: Humanities (HU)

Mandatory Review: Yes

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

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

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

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

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Michael Prydzia E-mail Michael.Prydzia@asu.edu Phone 602-717-3238

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Kevin Ellsworth Date: _____

Chair/Director (Signature): _____

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

Rationale and Objectives

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

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

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

Revised March 2021

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

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Submitted Documentation That Demonstrably Provides Evidence
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	
<input type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, <u>critical</u> analysis, or creation of written, aural, or visual texts; and/or the <u>critical analysis</u> (not summary or memorization) of historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, critical analysis, or engagement with aesthetic practices; and/or the <u>critical analysis</u> (not summary or memorization) of historical development of artistic or design traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on <u>demonstrable critical analysis</u> of philosophical and/or religious systems of thought.	
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the <u>demonstrable critical analysis</u> of literature and the development of literary traditions	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		• Courses devoted primarily to developing skill in the use of a language.	
		• Courses devoted primarily to the acquisition of quantitative or experimental methods.	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	General Studies Designation
IDS	316	The Nature of Consciousness	HU

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

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1: Course emphasizes the study of values; the development of philosophies, religions, ethics, or belief systems; and/or aesthetic experiences.	It can be said that the entire 15-week course is concerned with questions of human existence and meaning, the nature of thinking and knowing, and with moral and aesthetic experience. This is an interdisciplinary studies course that emphasizes the study of the nature of consciousness. Through close readings and critical evaluations of written texts, historical documents, visual arts, and interpretive devices, students come to view consciousness as it is understood today from a holistic perspective. Criteria 1 is met directly by students reading the required textbooks, attending the required lectures, seminars, and dialogues over the course of fifteen weeks. Applications of humanistic concepts, theories, values, and philosophical and aesthetic concerns are met through discussions/dialogues and two major research projects geared toward cultivating creative and critical thinking and writing skills -- as well as fostering self-awareness and self-evaluation skills.	C 1-- (see syllabus and course materials for evidence of all items listed below) 1. Course Description 2. Course Objectives 3. Modules/Unit Topics call attention to the variety of ways the nature of consciousness is communicated through specific philosophical, psychological, religious, artistic, and anthropological/cultural values and beliefs. 4. Course Texts and Resources
C-4a: Course concerns the development of human thought, with emphasis on demonstrable critical analysis of philosophical and/or religious systems of thought.	This interdisciplinary humanities course concerns the development of human thought and insight Throughout the semester, Criteria 4a is met by students critically analyzing a range of texts that focus on the nature of thought and insight. Additionally, students will critically analyze--both in discussions/dialogues and written work--the development/evolution of the scholarly research done on this topic.	C 4a-- (see syllabus and course materials for evidence of all items listed below) 1. Course Description 2. Course Objectives 3. Modules/Unit Topics call attention to the variety of ways the nature of consciousness is communicated through specific philosophical, psychological, religious, artistic, and anthropological/cultural values and beliefs. 4. Research Paper Assignment Details 5. Course Texts and Resources

Arizona State University
Leadership and Interdisciplinary Studies
IDS 316: The Nature of Consciousness
Spring 2022

Instructor: Dr. Michael R. Prydzia
E-mail: Michael.Prydzia@asu.edu
Office Hours: By Appointment
Office Location: UCENT 360F

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

Course Description: **[C-1] [C-4a]** This course explores the nature of consciousness. We will examine the multiple dimensions of this topic by viewing the topic through various disciplinary perspectives with the goal of integrating these perspectives. The course will begin with an overview of some of the classic texts included in the contemporary scholarly research done on the topic, and it will end with an examination of a few of the complex global problems facing human beings in the twenty-first century and how those problems can be approached with an integrated “conscious” perspective.

We can then examine how such a perspective can take us from a fragmented world to one grounded in wholeness. Our journey will allow us to explore: 1) the nature of the human psyche; 2) yoga, meditation, and mysticism; 3) science, order, and creativity; 4) the holographic paradigm and holonomic brain theory; 5) the proprioception of thought; and 6) the “hard problem of consciousness.” Disciplines examined in the class can include (but are not limited to): business, communication and media studies, religious studies, mythology, philosophy (East and West), psychology, sociology, world literature, quantum physics, cognitive biology, and art.

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

Course Objectives: **[C-1] [C-4a]**

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

- Demonstrate the ability to apply an integrative process within a particular context
- Critically reflect on an integrative skill or process within a particular context
- Evaluate the significance of the various insights, perspectives, and components relevant to an integrative process within a particular context
- Gain an understanding of the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought
- Gain an understanding of the study of values; the development of philosophies, religions, ethics, or belief systems; and/or aesthetic experience
- Develop, organize, and revise effective college-level research and writing assignments
- Demonstrate the ability to identify obstacles to creativity and successful inter-personal communication
- Demonstrate evidence of metacognition and self-evaluation

Texts and Resources: [C-1] [C-4a]

- 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*. Book Surge, 2009.
- Readings, Videos, Audio (Canvas)

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

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%

Submitting Assignments

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

Research Paper Assignment Details

All papers are research papers and must use double-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-4a]**

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-4a]**

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 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/dialogue exercises done this semester also function as “pre work” related to the drafting of your research papers.

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. NOTE: grades are generally posted in the grade-book within a 7-day period (usually before). 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.

IMPORTANT POLICIES

Attendance Policy

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

Policy on Incompletes

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

Conduct

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

Rules of Academic Integrity

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

Disability Accommodations for Students

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

Title IX

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

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

Course Evaluation

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

Academic Dishonesty

The College of Integrative Sciences and Arts and the Faculty of Leadership and Interdisciplinary Studies takes an offense of the academic dishonesty or plagiarism policy very seriously and faculty hold students to the highest standards for academic integrity. Students who commit academic dishonesty are taking away from themselves the opportunity to learn, creating an unfair grading environment for others, impacting the value of an ASU degree and even affecting innocent student's grades. Therefore, any student found providing materials of any type to a *homework help* site or a *study resource* site are in direct violation of the Academic Integrity Policy: "Aiding academic integrity policy violations and inappropriately collaborating". The Faculty of Leadership and Interdisciplinary Studies will not tolerate such actions and will seek sanctions in conjunction with the [Office of Student Rights and](#)

Responsibilities, including but not limited to an “XE” in the course. There is no statute of limitations on Academic Integrity violations.

ASU Writing Centers

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

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

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

Campus Resources

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

- Tutoring: <https://students.asu.edu/academic-success>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>
- ASU Writing Centers: <https://tutoring.asu.edu/writing-centers>
- ASU Police Department: <https://cfo.asu.edu/police>
- International Student Resources: <https://students.asu.edu/international/support/academic>

Trigger Warning

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

Mental Health

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: <https://eoss.asu.edu/counseling>. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Harassment Prohibited

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

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

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

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

IDS 316: Integrative Humanities Applications (The Nature of Consciousness) Schedule

[C-1] [C-4a]

In this course, Dr. Prydzia 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/Dialogue 1.1: Class Introductions (30pts) – 1/18
- Discussion/Dialogue 1.2: Reading List Paper Proposal (20pts) – 1/25

[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/Dialogue 2.1: Your Power of Journey (20pts) – 2/1
- Discussion/Dialogue 2.2: Your Creative Impulse (20pts) – 2/8
- Quiz #1 (30pts) – 2/8

[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/Dialogue 3.1: Biological v/s Psychological Security (20pts) – 2/15
- Discussion/Dialogue 3.2: Freedom and Meditation (20pts) – 2/22
- Quiz #2 (30pts) – 2/22

[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/Dialogue 4.1: Participatory Thought v/s Literal Thought (20pts) – 3/1
- Discussion/Dialogue 4.2: The Concrete and the Abstract (20pts) – 3/8
- Quiz #3 (30pts) – 3/8
- Mid-term Research Paper: On the Nature of Consciousness (Rough Draft) – 3/15 **[C-4a]**
- Mid-term Research Paper: On the Nature of Consciousness (Final Draft) (200pts) – 3/22 **[C-4a]**

[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/Dialogue 5.1: Listening with Awareness (20pts) – 3/29
- Discussion/Dialogue 5.2: Mechanical World View v/s Holographic World View (20pts) – 4/5
- Quiz #4 (30pts) – 4/5

[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/Dialogue 6.1: Hard Rain Project Discussion (20pts) – 4/12
- Discussion/Dialogue 6.2: Artificial Intelligence: The Human Impact (20pts) – 4/19
- Quiz #5 (30pts) – 4/19
- Final Research Paper: The Evolution of Consciousness (Rough Draft) – 4/26 **[C-4a]**
- Final Research Paper: The Evolution of Consciousness (Final Draft) (200pts) – 5/3 **[C-4a]**
- Extra Credit Assignment (up to 20pts) – 5/3

[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 [C-1]

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:

- Bergson, Henri. *Creative Evolution.*
- . *The Creative Mind.*
- . *Duration and Simultaneity.*
- . *Laughter.*
- . *Mind-Energy Lectures.*
- . *Matter and Memory.*

- . *The Two Sources of Morality and Religion.*
- 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.*
- . *No Boundary.*
- . *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:

- Becker, Adam. *What is Real?: The Unfinished Quest for the Meaning of Quantum Physics.*
- Bohm, David. *Causality and Chance in Modern Physics.*
- . *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.*
- Bohm, David and Mark Edwards. *Changing Consciousness: Exploring the Hidden Source of the Social, Political, and Environmental Crises Facing Our World.*
- 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.*

---. *The Electromagnetic Brain.*

---. *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.*

Robbins, Stephen Edgar. *Collapsing the Singularity: Bergson, Gibson and the Mythologies of Artificial Intelligence.*

---. *Time and Memory: A Primer on the Scientific Mysticism of Consciousness.*

Talbot, Michael. *The Holographic Universe.*

Weber, Rene. *Dialogues with Scientists and Sages: The Search for Unity.*

SUGGESTED ARTICLES [C-1]

- 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).
- Dulbeault, Joel. "From Mind to Matter: How Bergson Anticipated Quantum Ideas" (from *Mind & Matter* (2012), 10, 25-45).
- 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).
- Hameroff, S., Gennaro, R., and Pylkkanen, P. "HOT to DOT: A 'Deeper-Order Thought' theory of consciousness" (from *Brain, Mind and Cosmos* [Ebook], Edited by Deepak Chopra (2014), CH 15).
- 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 21st Century* (2016), 1:3).
- Joye, Shelli. "The Pribram-Bohm Hypothesis Part II: The Physiology of Consciousness" (from *Consciousness: Ideas and Research for the 21st 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 *Consciousness Became the Universe* [Ebook]. Edited by Deepak Chopra (2015), CH 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. "Is there Room in Quantum Ontology for a Genuine Causal Role for Consciousness?" (from *The Palgrave Handbook of Quantum Models in Social Science: Applications and Grand Challenges*, Edited by E. Haven and A. Khrennikov (2017)).
- Pylkkanen, Paavo. "The role of Eastern approaches in David Bohm's scientific-philosophical odyssea" (from *Progress in Biophysics and Molecular Biology* (2017)).
- Robbins, Stephen Earle. "Subverting the AI Superintelligence Myth: Bergson's Remarkable Model of Mind" (from *Atlantis Rising* (2015), #112, July/August).
- Thompson, William Irwin. "Natural Drift and the Evolution of Culture" (from *Journal of Consciousness Studies* (2007), 14:11, 96-116).
- von Franz, M.L. "The Process of Individuation" (from *Man and His Symbols* by Carl Gustav Jung).
- Weber, Renee. "The Enfolding-Unfolding Universe: A Conversation with David Bohm" (from *The Holographic Paradigm and Other Paradoxes: Exploring the Leading Edge of Science*. Edited by Ken Wilber).
- Weber, Renee. "Field Consciousness and Field Ethics" (from *The Holographic Paradigm and Other Paradoxes: Exploring the Leading Edge of Science*. Edited by Ken Wilber).
- Weber, Renee. "Meaning as being in the implicate order philosophy of David Bohm" (from *Quantum Implications: Essays in Honor of David Bohm*. Edited by B.J. Hiley and David Peat).
- Wilber, Ken. "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?

INSTRUCTOR BIO

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

Dr. 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, and Archetypal Depth Psychology. He joined the Leadership and Integrative Studies Program at Arizona State University in 2004 and is a Senior Lecturer. He is also an adjunct faculty member of Barrett, The Honors College. Dr. Pryzdia is very active within the Association for Interdisciplinary Studies, providing papers and presentations annually at the annual conference. He is also the Co-Advisor of the ASU chapter of Alpha Iota Sigma -- the National Honor Society of the Association for Interdisciplinary Studies.

Dr. Pryzdia'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, Complex Dynamical Systems Theory, and Artificial Intelligence. 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, and the philosophy of Henri Bergson.

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Changing Consciousness

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SCIENCE, ORDER, AND CREATIVITY

**DAVID BOHM
F. DAVID PEAT**



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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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