COURSE INFORMATION

Course Title: Transpersonal Psychology  
Course Number: EWP 6752  
Semester: Fall 2014 – September 3 to December 10  
Credit Hours: 3.0 units  
Meeting Times and Days: Wednesdays, 8:30 a.m. – 11:30 a.m.  
Class Location: Room 308  
Online Component (if any): See online resources  
Special Events or Retreats: N/A

INSTRUCTOR

Full Name/Title: Glenn Hartelius, Associate Professor  
Telephone Number: 707 578-5785  
Office Location: Room 410  
Office Hours: Tuesdays 10-12, 1-3  
Email Address: ghartelius@ciis.edu

COURSE DESCRIPTION

Transpersonal psychology is a transformative psychology of the whole person in intimate relationship with a diverse, interconnected, and evolving world. It pays particular attention to states of consciousness associated with spiritual, mystical, and other exceptional human experiences that seem to promote healing, transformation, and connection to the larger world. Transpersonal psychology considers these experiences as worth of study in their own right—but is interested in them because they inform the larger task of re-defining human psychology beyond the constraints of conventional Western philosophy, and across the boundaries that make us appear as separated from each other. Transpersonal psychology is not just about our connection with the cosmos or some transcendent realm, but with each other—in relationship, in society, and as global humanity that is an expression of a living and ever-evolving world. As a psychology, transpersonal resonates with several major impulses in culture. The notion that spirituality is an aspect of the human being apart from any specific religion is an idea that comes directly from transpersonal psychology, and it was the first field to examine the practices of Eastern spirituality, such as mindfulness, from a psychological perspective. Transpersonal was also the first psychology to study psychedelics, a field that is now coming back to the attention of mainstream researchers. As an outgrowth of humanistic psychology, it is part of the movement that almost single-handedly invented the field of personal growth and development. As a whole-person psychology, it resonates with the values and perspectives of the complementary and alternative
medicine movement, which has become a major force in healthcare. As a psychology situated in community and world, it affirms the value of social action and ecological stewardship.

The course begins with the challenge that Western philosophy offers. Conventional psychology does not consider philosophy, or even acknowledge that it adheres to one, but transpersonal scholars must understand how the assumptions of Western thought permeate psychology, and what alternatives are being developed that support transpersonal approaches. Students will be introduced to the work of some of the major forerunners and figures within transpersonal psychology, and be invited to notice how the field itself has transformed over time. The course will also emphasize experiential engagement with a focused spiritual practice, and record how it affects their personal development. A final research paper will give students the opportunity to demonstrate their understanding of transpersonal theories in the context of their own research interests.

**STUDENT LEARNING OUTCOMES**

After completing this course the student should expect to do the following:

1. Describe the impact of Western philosophy on contemporary psychology
2. Discuss exceptional human experiences in the context of transpersonal concepts
3. Articulate a variety of transpersonal concepts and theories
4. Describe the research and findings of several major transpersonal scholars
5. Engage in scholarly research on a transpersonal topic
6. Compare perennialist and participatory approaches to transpersonal theory
7. Practice a transformative exercise

**COURSE TEXT AND MATERIALS**

All readings will be provided by the instructor, primarily in the form of peer-reviewed literature. A variety of literature is provided so that students can select readings more suited to their own interests, and to acquaint students with the processes of navigating within the literatures of scholarship. The following books are recommended but not required. The online resources should be consulted.

**RECOMMENDED BOOKS:**
Contact: editor@pioneerimprints.com. Tel: 415-531-9233.
ONLINE RESOURCES:
Association for Transpersonal Psychology http://www.atpweb.org
International Transpersonal Association http://www.transpersonalassociation.org
Journal of Transpersonal Psychology CIIS Library Journal and E-Book Holdings, search for “transpersonal”
International Journal of Transpersonal Studies http://www.transpersonalstudies.org
Journal of Transpersonal Research http://www.transpersonaljournal.com
The Humanist Psychologist CIIS Library Journal and E-Book Holdings, search for “humanist”
Journal of Humanistic Psychology CIIS Library Journal and E-Book Holdings, search for “humanistic”
Journal of Consciousness Studies CIIS Library Journal and E-Book Holdings, search for “consciousness”
Anthropology of Consciousness CIIS Library Journal and E-Book Holdings, search for “consciousness”
Psychology of Consciousness CIIS Library Journal and E-Book Holdings, search for “consciousness”

COURSE GOALS

The goal of this class is to invite students into an inspiring and expansive exploration of the many facets of transpersonal psychology. Yet transpersonal psychology is not just an area of scholarship—it is a way of approaching the activities of scholarship. As such, the course will offer training in the skill of embodied reading—a way to read scholarly material quickly yet with one’s whole presence. Course readings will offer the opportunity to practice this skill on a weekly basis. The student will be invited to select most of their own readings from an ample list of diverse articles and chapters, and also to discover their own sources for a research paper on a transpersonal topic—and will be encouraged to use embodied scholarship practices in the discovery and selection process. In this way, the course offers experience in the manner in which scholarship is done—efficient reading drawn strategically from wider literature; yet it also models how scholarship can be approached in a transpersonal way. Class presentations by the instructor will be open to ongoing Socratic dialogue with students, resonant with the sort of stimulating challenge that students will face in the scholarly arena—yet here again the class will seek to foster a culture of embodiment through weekly somatic exercises so that the discourse is informed by disclosure of personal location and what is drawn from the student’s intuitive engagement, as well as by rational and intellectual sources. In this way, the student will be invited into participation in transpersonal psychology as inquiry into who we are as human beings, what our potential is, and how the insights and practices of many traditions may be harnessed in cultivating that potential and lessening human suffering.

COURSE ASSESSMENT MEASURES

Learning Activities

- Cognitive/Didactic (lecture/discussion): 50%
- Practical/Applied (presentations/research): 35%
- Experiential (group process): 15%
Criteria for Evaluation

- Weekly Reading 25%
- Attendance and Discussion Participation 15%
- Transformative Practice OR Presentation 15%
- Mid-Term Research Assignment 15%
- Final Research Paper 30%

1. **Weekly reading.** The student is required to read 160-200 pages per week from the selected readings, documented by a reading report specifying each paper read and excerpting one to three quotes of special personal significance from each work. The reading report is to be turned in to the instructor by e-mail with the subject line: TP Reading Report Week _ [specify the appropriate week].

2. **Class attendance and active participation in discussion.** The student is required to attend class and participate actively in discussions. A maximum of three (3) classes can be missed; missing a class does not reduce the reading requirement for the week, and the student will be asked to turn in a three-page reflection paper on readings for each missed class.

3. **Transformative discipline OR class presentation.** The student is required to either study and practice a transformative discipline for six weeks during the course of the semester, approved by the instructor, and keep a diary of personal reflections and experiences to be turned in to the instructor on the last day of class, OR create and deliver, individually or in a team of two, a presentation on a transpersonal topic approved by the instructor. The presentation should be approximately 15 minutes in length, and must be accompanied by an outline of the presentation turned in to the instructor at the time of the presentation. The presentation may be formal and scholarly, or it may be creatively self-expressive through music, art, video, poetry, movement, or electronic media. You may wish to create an expressive complement to your research paper, as a way to integrate the learning more fully into your whole being, and at the same time have a little fun. **Students who wish to do both the transformative practice AND the presentation may do so for extra credit.**

4. **Library orientation.** The student is required to gain competency in the use of library search engines such as PsychInfo. This can be learned from a librarian in a few minutes, and will be demonstrated through the mid-term research assignment.

5. **Mid-term research assignment. Due October 22.** The student is required to identify a subject area for the final paper and prepare a thesis statement and an annotated bibliography of at least 30 peer-reviewed scholarly sources that pertain to the topic of the paper, and that may be used in the writing of the paper. At least five of these should be empirical papers—either qualitative or quantitative—that are directly or indirectly related to the proposed topic. Each bibliographic entry, presented in correct APA style, should be accompanied by one to five sentences or phrases summarizing or identifying the content in the referenced work that is relevant to the topic.

6. **Final Research Paper. Due December 3.** A final research paper on a topic within the scope of transpersonal psychology—12-15 pages excluding cover page, end notes, and references—is due by the last day of class. The paper should be written in APA style, should be on a transpersonal topic of interest to the student that has been approved by the instructor, and should explicitly develop its connection to transpersonal psychology. The paper should have a clear and precise thesis statement, should develop evidence in the body of the paper including critiques that identify the limitations of any such evidence, and should summarize this evidence relative to the thesis statement in a discussion section. It should cite at least 15 scholarly sources, and at least three (3) empirical studies.
Level of Instruction: MA/PhD
Prerequisites: None
Grading Options: Course is pass/fail; letter grade is optional

COURSE CALENDAR

Weekly topics and readings are subject to change by the instructor.

September 3. Introduction to Transpersonal Psychology, Implications of Western Philosophy for Psychology
Process: Embodied attention

September 10. Defining Transpersonal Psychology. Exceptional Human Experiences, Transpersonal Sociology, Ecopsychology, Embodied Transformation: Rhea White, Steven Cohn, Susan Greenwood, John Davis, Craig Chalquist
Process: Embodied listening

READINGS:

TRANSPERSONAL PSYCHOLOGY
Cunningham, P. F. (unpublished). What are the origins of transpersonal psychology?

EXCEPTIONAL HUMAN EXPERIENCE

TRANSPERSONAL SOCIOLOGY


**ECOPSychology**


**TRANSFORMATION**


**September 17.** Foreshadowing the Transpersonal: Transcendentalists, Theosophists, Henry David Thoreau, Madame Blavatsky, William James, Carl Jung, Sigmund Freud

**Process: Embodied reading**

**READINGS**
WILLIAM JAMES


SIGMUND FREUD


Freud, S. (1900). The Interpretation of Dreams.


CARL GUSTAV JUNG


Jung, C. G. (1968). The mother archetype. (source unknown)

Jung, C. G. (1936). The concept of the collective unconscious. (source unknown)


September 24. Phenomenology, Gestalt psychology, Existentialism: Edmund Husserl, Max Wertheimer, Jean-Paul Sartre, Simone de Beauvoir, Maurice Merleau-Ponty
Process: Embodied empathy

**READINGS**

**PHENOMENOLOGY**

Husserl, E. (1917). Pure phenomenology, its method and field of investigation. *Inaugural lecture at Freiburg im Breisgau*.


**EXISTENTIALISM**


**October 1**

Humanistic psychology, Integral Psychology/Yoga, Psychosynthesis: Abraham Maslow, Roberto Assagioli, Sri Aurobindo, Mirra Alfassa, Haridas Chaudhuri

Process: Embodied mind

**READINGS**

**HUMANISTIC PSYCHOLOGY**


Rogers, C. R. (1965). Some questions and challenges facing a humanistic psychology. *Journal of Humanistic Psychology, 5*


**AUROBINDO’S INTEGRAL YOGA PSYCHOLOGY**


**PSYCHOSYNTHESIS**


October 8. Psychedelics and Perinatal Psychology: Stanislav Grof, Ralph Metzner, Timothy Leary, Janis Phelps, Psychedelic Research Today

Process: Embodied focus

**READINGS**

**GROF**


Wain, A. (2005). Myth, archetype and the neutral mask: Actor training and
transformation in light of the work of Joseph Campbell and Stanislav Grof.  
*International Journal of Transpersonal Studies, 24, 37-47.*

**PSYCHEDELIC RESEARCH**


October 15.
State-Specific Science, Neurophenomenology, Somatic Phenomenology, Parapsychology: Charles Tart, Francisco Varela
Process: Embodied state stabilization

**READINGS**

**STATE-SPECIFIC SCIENCE**

**VARELA & NEUROPHENOMENOLOGY**
Gallagher, S., & Varela, F. (2001). Redrawing the map and resetting the time: Phenomenology and the cognitive sciences. In S. Crowell, L. Embree, & S. J. Julian (Eds.), *The reach of reflection: Issues for phenomenology’s second century*
TART & PARAPSYCHOLOGY


October 22.

Women theorists, Feminism: Peggy Wright, Judy Grahn, Rosemarie Anderson, Olga Louchakova, Judy Schavrien, Christine Brooks
Process: Embodied writing

**READINGS**


Holiday, J. M. (2010). The word, the body, and the Kinfolk: The intersection of transpersonal thought with womanist approaches to psychology. *International Journal of Transpersonal Studies, 29*(2), 103-120.


Schavrien, J. (2010). War and nature in classical Athens and today: Demoting and

Schavrien, J. (2013). Shakespeare’s *Cymbeline* and the mystical particular: Redemption, then and now, for a disassembled world. *International Journal of Transpersonal Studies, 32*(2), 122-140.


**READINGS**

**SOMATIC PSYCHOLOGY/EMBODIMENT**


**SPIRITUAL EMERGENCE/EMERGENCY**


Breeding, J. (2008). To see or not to see “schizophrenia” and the possibility of full “recovery.” *Journal of Humanistic Psychology, 48*(4), 489-504.

November 5. Transpersonal Anthropology, Shamanism, World Psychologies: Charles Laughlin, Michael Harner, Linda Myers, Paula Spencer
Process: Embodied encounter

**READINGS**
TRANSIENT TRANSPERSONAL ANTHROPOLOGY


SHAMANISM


Walsh, R. 1994). The making of a shaman: Calling, training, and culmination. *Journal of

**WORLD PSYCHOLOGIES**


Capriles, E. (2010). The transreligious fallacy in Wilber’s writings and its relation with Wilber’s “philosophical tradition” and views. Appendix I in Beyond mind III: Further steps to a metatranspersonal philosophy and psychology (Continuation of the discussion of the three best known transpersonal paradigms, with a focus on Washburn and Grof). *International Journal of Transpersonal Studies, 28*(2),
56-63.

November 12. Meditation, Buddhism, Vedanta: Roger Walsh, Carol Whitfield, Alan Combs, Les Lancaster
Process: Embodied Visualization

**READINGS**
To be announced

**MEDITATION**

**BUDDHISM**
from Buddhism. *International Journal of Transpersonal Studies*, 30(1-2), 63-68.


**VEDANTA**


**November 19. Perennial Philosophy: Ken Wilber**

Process: Embodied speaking

**READINGS**


November 26.  The Participatory Turn and a Process Model: Jorge Ferrer, Eugene Gendlin
Process: Embodied presence

READINGS


December 3. Student Presentations

December 10. Whole-person psychology
Student Presentations

**BIBLIOGRAPHY (OPTIONAL)**

List suggested readings for research or greater depth in the subject matter.

**BOOKS:**

ARTICLES:
American Journal of Psychiatry 30 (1), 41–54.
RELEVANT POLICIES

CIIS INSTITUTE-WIDE POLICIES

Class Attendance Policy
Students are expected to attend all class meetings regularly and punctually. Students are assigned an F (Failure) or NP (No Pass) grade if they are absent for more than 20 percent of a course. This maximum includes both excused and unexcused absences. Three instances of tardiness or leaving early are considered equivalent to one absence. Instructors may permit a student to deviate from this rule on the grounds of illness necessitating confinement for 24 hours or more, a death in the family, or other extreme emergencies. The instructor may request verification of these circumstances by a letter from a medical professional, the Dean of Students, or the Academic Vice President as appropriate. Due to the nature of some courses, individual programs, departments, and instructors may enforce stricter policies than these. Check the program handbook and/or the syllabus of a course to see these policies.

Academic Integrity
Creative and original scholarly research is at the heart of the Institute’s academic purpose. It is essential that faculty and students pursue their academic work with the utmost integrity. This means that all academic work produced by an individual is the result of the individual’s efforts and that those efforts acknowledge explicitly any contribution by another person.

Reproducing another’s work and submitting it as one’s own work or without acknowledging the source is called “plagiarism,” or stealing the intellectual property of another, which is the antithesis of scholarly research. Any use of other ideas or others’ expression in any medium without attribution is a serious violation of academic standards. If confirmed, plagiarism subjects a student to disciplinary action.

Policy on Incompletes
Students anticipating being unable to complete a course may request permission from the instructor to receive an “I” (Incomplete) grade; students who have not completed the work required for a course are not to be given a passing grade in the course without completing the required work. CIIS courses are expected to be organized in a way that allows work to be completed during the semester the course is being offered. Below are the policies related to incomplete grades:

1. Permission to be given an “I” grade is given only in the following circumstances:
   a. medical reasons documented by a health-care professional;
   b. a family emergency verified with supporting documentation; or
   c. decision by faculty member based on exceptional pedagogical reasons.
2. The instructor has the right to refuse to grant an “I” grade.
3. The Registrar’s Office does not record an “I” grade without receiving an Incomplete Grade Request Form signed by the student and the instructor by the grade submission deadline. This form stipulates what coursework is remaining and its due date.
4. The instructor, not the student, determines the deadline for the remaining coursework. This deadline cannot exceed two semesters (including summer) from the last day of the semester in which the course took place, and can be earlier. (For example, if the course is in fall 2011, the student has until the last day of summer 2012 to submit the work unless the instructor specifies an earlier deadline.) The maximum deadline for an Incomplete given for exceptional pedagogical reasons is one semester. This deadline is not extended for students who are on a leave of absence, become inactive, or refrain from registering for any semester while the work remains outstanding.
5. If the student does not submit the coursework by this deadline, the “I” grade converts to an “IN” (Permanent Incomplete). An “IN” is irreversible.
6. Students may not graduate with an “I” grade on their record even in an elective course. Students may graduate with an “IN” grade on their record, provided that if the IN was for a required course, the student later successfully repeated the course.
7. The submission of an “I” grade by an instructor does not imply that that instructor will be a CIIS employee in a subsequent semester. It is the student’s responsibility to maintain current contact information for this instructor.
8. Students may not sit in on a subsequent semester’s offering of the same course in order to make up the coursework.
9. When submitting the remaining coursework, the student must include a signed Grade Change Form. The instructor uses this form to notify the Registrar’s Office of the final grade.
Statement on Diversity

Although this course deals with topics traditionally dominated by the perspectives of white male Western heterosexuals, it seeks to situate, de-center, and critique those perspectives while putting them into conversation with many other voices and points of view such that all are received with critical appreciation and none, whether traditional or critical, dominates the discussion. Feminists, womanists, scholars of color, indigenous voices, queer scholars, working class and poor people, and old dead white guys all have something to offer us, and all work from limitations inherent within every perspective.

Student Disability Services

A student with a permanent or temporary disability may request accommodations by contacting Student Disability Services (SDS), a service of the Dean of Students Office, at studentaffairs@ciis.edu. The Student Disability Services Coordinator works with students to provide reasonable accommodations that will allow for full access and participation in the academic environment. The student must provide documentation from a licensed healthcare professional. The Student Disability Services Coordinator will communicate with the student’s faculty only after receiving a written request from the student; the nature of the disability is never disclosed. More information about registering with Student Disability Services can be found in the Student Life tab of MyCIIS, or at https://my.ciis.edu/ICS/Student_Life/Student_Disability_Services.jnz.