Philosophy, Cosmology, and Consciousness
With knowledge and practice, realize your aspirations.

A pioneer in integrative teaching and learning, CIIS is known for the following:

- Nationally and internationally recognized professors who expand the traditional boundaries of learning in their classes and scholarship. Study with faculty members who are committed to integrating, with academic rigor, diverse perspectives, and multiple ways of knowing.
- Leading-edge graduate programs in the School of Professional Psychology & Health and the School of Consciousness and Transformation.
- A unique School of Undergraduate Studies that features a Bachelor of Arts Completion (BAC) program offered on weekends in a cohort format. The BAC program enables students with previously earned college credit to earn an undergraduate degree in Interdisciplinary Studies.
- Online graduate programs in the groundbreaking fields of Transformative Studies and Transformative Leadership that expand our borders beyond the Bay Area. Online students benefit from an international community of learners and their reflective interaction with one another.
- A dynamic and supportive learning community—the perfect incubator for innovative ideas and study. The personal attention of faculty and our small classes enable students to express themselves with confidence.
- Internships in the six award-winning CIIS counseling centers and affiliated sites located throughout San Francisco. Students learn by practice under the guidance of trained supervisors.

Engaged and Innovative Community
Creative, curious, mindful, and socially aware—these are just a few of the words that describe the people of CIIS. What sets us apart is how we put those characteristics to work. We're passionate about intellectual inquiry and disciplined in our practice. We engage fully with our studies, one another, and our communities. Above all, we're open to new learning experiences, and we draw on the opportunities CIIS offers us to transform the world.

A Pioneering Vision
In 1968, San Francisco was the scene of a national revolution in music, politics, culture, and self-awareness. That same year Professor Haridas Chaudhuri and his wife, Bina, established CIIS, developing an equally revolutionary approach to education. They envisioned an integral approach to higher education that drew on the inspiration of the renowned Indian philosopher Sri Aurobindo. Originally focused on the integration of Asian and Western studies, CIIS has grown to include programs that offer a broad array of multicultural perspectives. While expanding the range of its programs, CIIS has retained the intimacy of an academic community rare in U.S. higher education. At the intersection of global and personal responsibility, CIIS has been committed to fulfilling Professor Chaudhuri’s vision: “Humankind can no longer be divided into exclusive segments so that the fortune of one will not affect the fortune of the other.”

Admissions
We begin accepting applications for the spring semester in September and for the fall semester in November. It is highly recommended that you submit all application materials at least two weeks before the February 1 priority deadline in order to avoid delays in having your application reviewed. Applicants who apply by the fall priority deadline will be notified of the admissions decision by April 1, with enrollment deposits required by May 1. If you are mailing your application from outside the United States, mail it at least thirty days before the department deadline. Applications are accepted after the posted deadline on a space-available basis.

For information on application requirements, procedures for admissions, and program-specific application deadlines, or to complete an application online, please visit www.ciis.edu/admissions. Admissions counselors (415.575.6154, admissions@ciis.edu) are pleased to answer your questions.
Philosophy, Cosmology, and Consciousness

MA in Philosophy and Religion
PhD in Philosophy and Religion

Program Description
visit us online at http://www.ciis.edu/pcc

Academic Year 2012–2014
California Institute of Integral Studies
1453 Mission Street, San Francisco CA 94103
415.575.6100 www.ciis.edu
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Contact the admissions counselor responsible for this program at [www.ciis.edu/admissionsteam](http://www.ciis.edu/admissionsteam) or visit our website: [www.ciis.edu](http://www.ciis.edu).
Program Mission Statement

Philosophy, Cosmology, and Consciousness (PCC) is a graduate program dedicated to re-imagining the human species as a mutually enhancing member of the Earth community.

The heart of the PCC program is its focus on knowledge that is transformative—of ourselves and of our civilization. The program attracts intellectually engaged people who are in varying degrees dismayed by what they see happening in industrial societies and who are striving to find meaningful ways to develop their gifts to serve the future of the world. Inspired by Alfred North Whitehead’s view that the function of the university is to enable the future to appear, first in conceptual thought, the PCC faculty and graduate students hold in mind the following three fundamental goals:

1. To open our consciousness, through learning and imagination, to those creative and evolutionary energies suffusing the Earth, the universe, and the deep psyche that will enable us to participate fully in the regeneration of human communities and their enveloping life systems

2. To analyze the current devastation of planetary life and to strive to liberate ourselves and our communities from the underlying causes of alienation, consumerism, militarism, androcentrism, and unsustainable modes of life

3. To draw from the deep wells of philosophical and religious wisdom together with other scholarly and scientific insights in order to bring forth a profound vision of a vibrant planetary era

Scientists, scholars, and visionaries recognize that the Earth community is facing an unprecedented evolutionary challenge, the most severe degradation of life in 65 million years. This multifaceted crisis requires a fundamental reorientation of our civilization, one in which a compassionate humanity becomes a mutually enhancing presence within the Earth’s complex systems of life. Cultural historian Thomas Berry has called this task “the Great Work.”

The PCC program is committed to shaping the leadership necessary for profound, progressive transformation of social institutions and individual consciousness. Drawing upon some of the most powerful ideas of Western intellectual and spiritual traditions, together with insights from Asian spiritual philosophies and indigenous world views, the faculty has constructed a multidisciplinary course of study to help accelerate each student’s journey into particular leadership roles within this work:

**Philosophy:** To free philosophy from its dominant contemporary commitments—narrowly analytic, reductionist, and cosmologically alienated—and revive the original essence of Western philosophy as the love of wisdom. Philosophy in PCC explores new ways of thinking and being that are both visionary and pragmatic, and resist the paradigm of fragmentation that continues to dominate Western thought and culture.

**Cosmology:** To pursue a multidisciplinary study of cosmology with a focus on the evolutionary unfolding of the universe and the Earth community. Cosmology in PCC includes reflection on the discoveries of the natural sciences as well as cosmological and ecological perspectives emerging in contemporary culture, including especially social sciences, the arts, and religion.

**Consciousness:** To explore the worlds of consciousness and the deep psyche, particularly by research concerning archetypal structures and their formative expression in individual lives and culture. Consciousness in PCC focuses on transpersonal and Jungian psychology, the evolution of consciousness, Western esotericism, and new paradigm studies.

In the last several years, the PCC faculty and students have collaborated in creating a strong emphasis on integral ecologies. The **Integral Ecology** track focuses on ecology in the context of the multi- and transdisciplinary vision of philosophy, cosmology, and consciousness that characterizes the PCC program as a whole. The word “integral” suggests that ecology is relevant to the full range of human knowledge and action. Integral Ecology includes the study of the natural and human sciences as well as the world’s spiritual traditions.

Ultimately, the perspectives studied and developed within the PCC community are tested in the fire of each student’s experience. PCC offers students a challenging and supportive learning community in which to find their voice and vision as leaders.
Degree Descriptions

Master of Arts Program Goals and Curriculum

PCC MA Learning Goals
The following goals should be understood in the context of an overarching commitment to the cultivation of creative vitality and spiritual insight.

- Understand and articulate the unprecedented evolutionary challenge of the ecological, cultural, and spiritual crisis that is currently facing the Earth community.
- Develop a critical and appreciative understanding of the history of ideas and culture with a focus on the Western worldview such that the student is able to navigate across disciplinary boundaries (e.g., philosophical, scientific, psychological) and identify key paradigmatic assumptions.
- Clarify and deepen the relevance of ideas studied to one’s personal life and aspirations, as well as their implications for the transformation of culture and society at large.

MA Curriculum
The master’s curriculum consists of 36 semester units (the equivalent of two years’ full-time study). Some weekend and intensive (on-site and retreat-style) courses are available. PCC does not offer online courses.

Required Courses—5 units
- Introduction to Philosophy, Cosmology, and Consciousness—3 units
- Integrative Seminar—2 units

Electives—31 units
At least 18 of which must be taken within PCC.

Total Units for the Degree: 36 units

Introductory Seminar
This course is a required introduction for all master’s and doctoral PCC students in their first year of coursework. It has three goals. First, it allows students to become familiar with the scholarly work and worldview of the core PCC faculty, each of whom presents the key ideas and insights that he or she most wishes to emphasize as his or her contribution to the academic content and larger vision of the PCC program. Second, students meet each other at a critical time and gain a sense of their cohort and the PCC community. Third, the course includes an introduction to essential skills in research, writing, and strategies for maximizing the learning experience throughout the course of the program.

Integrative Seminar
The master’s Integrative Seminar is the capstone course that helps graduating master’s students to summarize, integrate, and refine their knowledge and experience in preparation for life after graduation. The course is designed to help students clarify and articulate their particular perspective and intellectual lineage, in the context of foundational texts. Working as a collaborative learning community, students review subjects and texts studied, and reflect upon classroom and community experiences, to draw together an integrated and integral conclusion to their PCC educations. The course concludes with a public symposium, at which graduating students present their most compelling ideas. Students who plan to graduate in the summer or fall semester should plan to take the Integrative Seminar in the preceding spring.

MA Thesis Option
An MA thesis option is available under exceptional circumstances to be determined in consultation between student and advisor.
**Full-Time or Part-Time MA Curriculum**

In a typical year of full-time study at the MA level, a student in the PCC concentration will take three 3-unit courses in the fall semester and three in the spring semester.

Given the flexibility of the PCC curriculum, it is possible to complete all required coursework in less than two years, either by taking more than 9 units in one of the semesters, or by taking courses offered during the summer.

The length of time required to complete the PCC concentration on a part-time basis will vary according to how many courses the student chooses to take per year. For instance, to complete the curriculum in three years instead of two (and still be eligible for financial aid), students might take 6 units over six semesters rather than 9 units over four semesters.

**Doctor of Philosophy Program Goals and Curriculum**

**PhD Program Goals**

The following academic goals should be understood in the context of an overarching commitment to the cultivation of creative vitality and spiritual insight:

- Be capable of pursuing scholarly inquiry and engaging ideas from a transdisciplinary perspective, including a sufficient mastery of at least one subject area, with an eye to the paradigmatic assumptions and implications for the transformation of culture and society at large.
- Comprehend the broad outlines of the evolution of Western thought, and be conversant with the principal ideas and themes of major figures of Western intellectual and spiritual history from classical antiquity to the postmodern era, so as to have a basic understanding of the origins of the currently dominant cultural worldview and its relation to the challenges of our moment.
- Engage in cooperative dialogical inquiry, listening sensitively as well as articulating effectively in a spirit of heartfelt and rigorous collaborative learning.
- Write with intellectual clarity at a high level of scholarly competence, stylistic precision, and rhetorical persuasiveness.

**PhD Curriculum Summary**

The PhD curriculum consists of 36 semester units (the equivalent of two years' full-time study). Some weekend and intensive (on-site and retreat-style) courses are available. PCC does not offer online courses.

- **Introduction to Philosophy, Cosmology, and Consciousness seminar—3 units**
  Not required for graduates of the PCC MA program. PCC MA graduates should select an additional 3 units of electives.

- **Electives—33 units**
  At least 18 units must be taken within PCC.

- **Comprehensive Exams (flat fee)—0 units**
- **Proposal Writing (flat fee)—0 units**
- **Dissertation (flat fee)—0 units**

**Total Units for the Degree: 36 units**

**Comprehensive Exams (noncredit)**

To advance to the proposal writing phase of the doctoral course of study, a student is required to take two exams: the PCC General Comprehensive Exam and the Specialized Comprehensive Exam. The standard format for both exams consists of an annotated bibliography along with an essay that forms the basis for a dialogue between the student and the faculty mentor. Normally a student will take both exams with the dissertation mentor; in consultation with the dissertation mentor and program director, the second exam may be taken with a CIIS faculty member outside of PCC. Ideally, all coursework must be completed before writing a comprehensive exam (though it is possible to do one of the examinations concurrently with a last course).
**The General Comprehensive Exam**
The General Comprehensive Exam consists of a twenty-to-twenty-five page essay. The essay draws from the PCC recommended reading list and other relevant sources and speaks to the first and second of the PCC PhD learning goals. To this end, the student will propose and discuss with his/her mentor an initial list of twenty to thirty thematically organized texts and the rationale for the selected texts.

**The Specialized Comprehensive Exam**
The Specialized Comprehensive Exam is based upon the area or areas determined to be most relevant to the anticipated dissertation topic. It consists of a twenty-to-twenty-five page essay based on approximately ten sources and demonstrating that the student can creatively engage with the selected texts. The specialized comprehensive exam will be evaluated by the dissertation mentor, with whom the student should meet after completing the exam.

**PhD Dissertation**
The PCC faculty direct dissertations in three broad specializations: Philosophy, Integral Ecology and Cosmology, and Archetypal and Consciousness Studies. After successfully completing both comprehensive exams, the student may begin working on the dissertation proposal. The dissertation proposal should be finished in two semesters, but can be extended to three semesters with permission of the dissertation mentor. Failure to complete the dissertation proposal in three semesters will lead to academic probation. Once the proposal is completed and approved by a three-person committee, the student may begin writing the dissertation proper. Throughout the dissertation writing process, the student registers for 0 (zero) units/flat fee.

**Introductory Seminar**
This course is a required introduction for all master's and doctoral PCC students in their first year of coursework. It has three goals. First, it allows students to become familiar with the scholarly work and worldview of the core PCC faculty, each of whom presents the key ideas and insights that he or she most wishes to emphasize as his or her contribution to the academic content and larger vision of the PCC program. Second, students meet each other at a critical time and gain a sense of their cohort and the PCC community. Third, the course includes an introduction to essential skills in research, writing, and strategies for maximizing the learning experience throughout the course of the program.

**Language Recommendation (noncredit)**
PhD students may be required to demonstrate proficiency in one foreign language if it is deemed essential for dissertation work. Language proficiency may be demonstrated by having passed two years of coursework in the study of the required language, or by achieving a satisfactory score on the ETS.

**Full-Time and Part-Time Study**
From the perspective of financial aid, full-time study is 9 units per semester, and part-time study is 6 units per semester. Taking fewer than 6 units per semester does not allow for financial aid eligibility.

Most courses are 3 units each and are held once a week for three-hour periods for fifteen weeks throughout the semester. Options for distance study are limited. Some weekend and intensive (on-site and retreat-style) courses are available. PCC does not offer online courses. However, doctoral students are not required to be in residence once they are no longer taking classes.

Given the flexibility of the PCC curriculum, it is possible to complete 36 units of courses in less than two years, either by taking more than 9 units in one semester, or by taking courses offered during the summer. The length of time required to complete coursework on a part-time basis will vary according to the number of courses the student chooses to take per year. A student can complete the program in three years by taking 6 units per semester, which still allows for financial aid eligibility.

CIIS time limits for degree completion are six years for coursework (including comprehensive exams and dissertation proposal) and four years for dissertation completion.
Integral Ecology Track for MA and PhD Students

PCC students can elect to adopt a track in Integral Ecology. Doing so alters the curriculum requirements. Below the description that follows are the curricular requirements for Integral Ecology students in the PCC MA and PhD programs.

The Integral Ecology track focuses on ecology in the context of a multi- and transdisciplinary vision, central to which is the recognition that the key factor determining the health of the Earth’s biosphere is the behavior of human beings, and therefore many of the most important issues in the study of a truly integral ecology lie in the areas of human thought, psychology, and culture. The search for solutions to ecological problems must include as a central concern the transformation of human conceptual, psychological, and cultural patterns that have become an imminent danger to the health of the entire Earth community, and the cultivation of new structures of human experience and action that are more harmoniously aligned with the natural world and the larger cosmic order within which we dwell.

The gravity and complexity of the global ecological crisis calls for an integral approach to ecology, one that broadens and deepens the study of ecology through active engagement with the humanities and social sciences. An integral ecology must draw from the whole spectrum of human inquiry, from the sciences (human, social, and natural), from the world’s spiritual traditions (Asian, Western, and indigenous), from collective wisdom and the insights of individual experience. Students in the Integral Ecology track will:

- Study the complex character of the Earth community, the factors that threaten it, and possibilities for a better way forward.
- Explore some of the vital links between ecology and such fields as philosophy, religion, psychology, and cosmology.
- Learn strategies for a sustainable future in a creative community of planetary citizens.

Faculty and students in the PCC Integral Ecology track will explore collaboratively such questions as:

- What is the nature of the human? Is the human a viable species?
- Does the Earth have a “purpose”? What would a cosmological ecology look like?
- How do myths and symbols affect our attitude to the natural world?
- Can the world’s religions and esoteric traditions contribute to the task of restoration of ecological balance?
- In what ways are our philosophies divorced from the Earth?
- What kinds of direct experience and engagement with nature could help us become more aware and effective in dealing with the planetary emergency?
- What roles do gender and sexuality play in the psychological and cultural dynamics of our ecological situation?
- What is the relationship between ecology and social justice?

MA Curriculum

PCC Integral Ecology Track

The master’s curriculum consists of 36 semester units (the equivalent of two years’ full-time study). Some weekend and intensive (on-site and retreat-style) courses are available. PCC does not offer online courses.

Required Courses—5 units
- Introduction to Philosophy, Cosmology, and Consciousness—3 units
- Integrative Seminar—2 units

Integral Ecology Emphasis—12 units
- Perspectives on Integral Ecology seminar—3 units
- Integral Ecology electives—6 units
- Integral Ecology Internship Seminar—3 units

Electives—19 units
- At least 9 of which must be taken within PCC.

Total Units for Degree: 36 units
**Integral Ecology Practicum**

The Integral Ecology Internship Program involves working part-time or full-time for a public, private, or nonprofit organization to gain substantive and practical experience relevant to the theory and practice of Integral Ecology. Students enroll in the Integral Ecology Practicum Seminar for the semester in which they pursue their internship.

The goal of the internship program is for the student to gain/explore potential career paths related to Integral Ecology, and to gain/enhance professional experience in “real world” organizational settings. The internship requires a commitment of 100 hours of service with a community organization (approximately 7–10 hours per week over the course of a semester). Internships may be either paid or unpaid.

**PhD Curriculum**

**PCC Integral Ecology Track**

While most courses are open to both MA and PhD students, doctoral students engage with the material at a deeper level and with a greater degree of academic rigor and precision. PhD students in Integral Ecology weave a lived understanding of the pressing issues of our current time into a cogent and well-articulated analysis in class, conferences, and the community.

The doctoral curriculum consists of **36 semester units** of coursework plus comprehensive exams, a dissertation proposal, and a dissertation. (See above, Doctor of Philosophy Program Goals and Curriculum.)

1. **Introduction to Philosophy, Cosmology, and Consciousness seminar—3 units**
   - Not required for graduates of the PCC MA program.
   - PCC MA graduates should select an additional 3 units of electives.
2. **Integral Ecology Emphasis—9 units**
   - 9 units of designated Integral Ecology courses
   - Final paper of one advanced seminar devoted to theme of Integral Ecology
   - Second comprehensive exam in Integral Ecology
3. **Electives—24 units**
   - At least 18 of which must be taken within PCC
4. **Comprehensive Exams (flat fee)*—0 units**
   - PCC comprehensive exam
   - Integral Ecology comprehensive exam
5. **Proposal Writing (flat fee)—0 units**
6. **Dissertation (flat fee)—0 units**
   - With an ecological emphasis

**Total Units for Degree: 36 units**

*See pages 3–6 for full details on comprehensive exams, proposal, dissertation, and language requirements.
The PCC program makes every effort to cultivate a diverse, widespread, and supportive learning community in which personal and academic growth are valued, embraced, and integrated. The program offers a wide array of extracurricular offerings that contribute significantly to the richness of our learning environment. These have taken several forms, including the following:

**The PCC Annual Retreat:** Every fall, students, faculty, and alumni spend a week deeply immersed in community at the annual retreat, traditionally held at Esalen Institute. Retreat activities are cocreated by students and faculty, and include presentations, experiential workshops, excursions in nature, and a closing-night dance celebration.

**Community Meetings:** Held at least once a semester, community meetings provide an opportunity to reflect upon where we are, both personally and academically, as individuals and as a collective. While the format for community meetings continues to evolve, the meetings help to foster a greater sense of purpose, meaning, and energy for individual and collective action.

**PCC Forums:** The PCC Forum is an interdisciplinary student group that encourages contributions from across all programs at CIIS, but with priority to PCC students. PhD and master’s students are invited to share their research with their peers on Friday evenings throughout the semester. A typical forum runs for two hours, with approximately one hour for the presenter and one hour for discussion. On occasion, faculty and other guest speakers are invited to lecture. The forum is usually video taped and made available online at [www.pccforum.wordpress.com](http://www.pccforum.wordpress.com).

**Conferences:** PCC has organized or sponsored a variety of conferences over the years, including “Meeting the Millenium,” “Evolution and Complexity,” “Planetwork,” “The Cosmological Imagination,” and “Wisdom and Action.” Student participation at these conferences—whether as presenters, organizers, or attendees—has been an invaluable element of the PCC learning environment. The most recent conferences were the student-organized “Cosmology of Love” and “Grounding Terrestrial Wisdom Culture,” with presentations by students, CIIS faculty, and national figures.

**Urban Permaculture:** Under the guidance of an experienced permaculturalist, Integral Ecology students and others interested in sustainable, soulful, organic gardening and design meet monthly to practice permaculture skills on local gardens.

**Semester Opening Party:** Each semester begins with a party for students, faculty, alumni, and friends.

**PCC Unplugged:** In recognition of the importance of creative expression, PCC Unplugged gives students, faculty, and alumni the opportunity to share song, performance, poetry, spoken word, and more.

**Species Alliance:** In 2003, PCC students formed a group designed to address the current mass-extinction crisis. This group ultimately became the Species Alliance, a nonprofit organization and documentary film project. (See [www.speciesalliance.org](http://www.speciesalliance.org) for more information.)

**Graduation Ritual:** An important element in the framing of students’ experience of our program is the graduation ritual, in which graduates are given a PCC “Philosopher’s Stone” by their advisor/mentor, and invited to share a reflection on the successful completion of their journey in PCC.
Faculty Profiles

The PCC curriculum was designed in the early 1990s primarily by Richard Tarnas and a group of distinguished scholars, teachers, and activists who shared a sense of the unique gravity and promise of our moment in history. Several of those original founders are still teaching in the program; all faculty members embrace and support the overarching goals of PCC from their unique areas of expertise.

Core Faculty

Robert McDermott is president emeritus of CIIS (1990–99), and chair of PCC. He studied classics at Queens College, CUNY (BA), and philosophy at Emory University (MA) and Boston University (PhD). He taught philosophy at Manhattanville College (1964–71). At Baruch College, CUNY, he was professor of philosophy (1971–90), assistant provost (1982–84), and for twelve years chair of the department of philosophy and of the program in religion. He has received two Fulbright grants and a National Endowment for the Humanities grant. He wrote and narrated a film on Sri Aurobindo: *Avatar, Concept and Example* (BBC/Open University, 1976). He served as an officer or board member of many institutions, including: secretary, American Academy of Religion (1969–72); secretary-treasurer of the Society for Asian and Comparative Philosophy (1972–76); president, Rudolf Steiner Institute (1983–94); board member, San Francisco Zen Center (1994–96) and International Transpersonal Association (1995–97); and founding chair of the board, Sophia Project for Mothers and Children at Risk of Homelessness, West Oakland and San Rafael (1999–present). His publications include: *Radhakrishnan* (1970); *The Essential Aurobindo* (1974; 1987); coeditor, *The Spirit of Modern India* (1974; 2009); *Six Pillars: Introductions to the Major Works of Sri Aurobindo* (1974; 2012); *The Essential Steiner* (1984); “Introduction,” William James, *Essays in Psychical Research* (1986); *The Bhagavad Gita and the West* (2009); *The New Essential Steiner* (2009); and many essays on philosophy, spirituality, and American thought. His *American Philosophy and Rudolf Steiner* is in press. He is currently writing *Unique Not Alone—Steiner and Others*.

Elizabeth Allison received her PhD in environmental studies from the University of California, Berkeley; a master’s in environmental management from Yale School of Forestry & Environmental Studies; and an MA in Religion from Yale Divinity School. From 2003 to 2009, she was a Fellow in Transformational Ecology of the Garrison Institute. She has taught environmental studies in academic settings at UC Berkeley, Yale, and Williams College, and through experiential modes in youth development programs in Vermont and California. Allison’s current research explores the role of religious and spiritual discourse and practice in environmental action through case studies of natural resource management in the Himalayas, where she has lived and conducted field research for several years. Additional research interests include environmental ethics, political ecology, religion and ecology, the politics of knowledge, biodiversity conservation, and climate change. Her writing has appeared in *Mountain Research and Development*, *The Progressive Christian*, and *The Spider and the Piglet*, an anthology of studies of Bhutan. In 2003–04, she was a Fulbright fellow in Nepal, where she conducted research on natural sacred places in the Khumbu region near Mount Everest. Previously, she directed a national program called Experience Corps, which mobilizes retired people to share their skills and wisdom with needy schoolchildren. She coordinated a California-wide AmeriCorps program focused on environmental education and restoration, and led teams of young people restoring parks and trails in California and Vermont.

Sean Kelly received his PhD in Religious Studies from the University of Ottawa and has taught in the departments of Religious Studies at the University of Windsor, the University of Ottawa, and Carleton University. He has published articles on Jung, Hegel, transpersonal theory, and the new science; and is the author of *Individuation and the Absolute: Hegel, Jung, and the Path toward Wholeness* (Paulist Press, 1993). Kelly is also coeditor, with Donald Rothberg, of *Ken Wilber in Dialogue: Conversations with Leading Transpersonal Thinkers* (Quest Books, 1998) and cotranslator, with Roger Lapointe, of French thinker Edgar Morin’s book *Homeland Earth: A Manifesto for the New Millennium* (Hampton Press, 1998). He recently published *Coming Home: The Birth and Transformation of the Planetary Era* (Lindisfarne Books 2010). Along with his academic work, Kelly has trained intensively in the Chinese internal arts (t’ai chi, pa kua, and hsing-i) and has been teaching t’ai chi since 1990. His current interests focus on the intersection of consciousness and ecology in the Planetary Era.

Brian Swimme received his PhD from the Department of Mathematics at the University of Oregon for work in gravitational dynamics. In his books, courses, and media work, he explores a meaningful interpretation of the
human within an evolutionary universe. He was a faculty member in the Department of Mathematics and Physics at the University of Puget Sound from 1978 to 1981, and at Holy Names University in Oakland from 1983 to 1990. He is the author of *The Universe Is a Green Dragon* (Bear and Company, 1984); *The Universe Story* (Harper, 1992), in collaboration with cultural historian Thomas Berry; and *The Hidden Heart of the Cosmos* (Orbis, 1996). Swimme produced a twelve-part DVD series, *Canticle to the Cosmos* (Tides Foundation of San Francisco, 1990); participated in the BBC television series *Soul of the Universe* and the PBS series *The Sacred Balance*; and most recently produced the DVD series *The Powers of the Universe* (Center for the Story of the Universe, 2005). His newest film, *Journey of the Universe* (co-written with Mary Evelyn Tucker), was released in 2011 and was awarded an Emmy for Northern California.

**Richard Tarnas** is the founding chair of the Philosophy, Cosmology, and Consciousness program. A graduate of Harvard University (AB) and Saybrook Institute (PhD), he was formerly director of programs and education at Esalen Institute. He is the author of *The Passion of the Western Mind* (Random House, 1991) and *Cosmos and Psyche: Intimations of a New World View* (Viking, 2006), which received the Book of the Year Prize from the Scientific and Medical Network in Great Britain. Tarnas’s research interests include the history of Western thought and culture, the evolution of consciousness, the interface of philosophy and psychology, epistemology and cosmology, new paradigm studies, depth psychology (psychoanalytic, Jungian, archetypal, transpersonal), psychedelic research, and astrology.

**Selected Adjunct Faculty Profiles**

**Christopher Bache** received his PhD in Philosophy and Religion from Brown University. He is the author of *Lifecycles: Reincarnation and the Web of Life* (Paragon House, 1998), *Dark Night, Early Dawn: Steps to a Deep Ecology of Mind* (State University of New York Press, 2000), and *The Living Classroom: Teaching and Collective Consciousness* (SUNY Press, 2008). He has also published numerous articles on consciousness studies, the psychology of mysticism, and near-death studies.

**Blair Carter,** is a doctoral student in the Philosophy, Cosmology, and Consciousness program. He is a certified permaculture teacher and designer, environmental educator, wilderness guide, and experienced deep ecology workshop leader.

**Stanislav Grof** received his MD from Charles University, Prague, and completed his PhD in Medicine from the Czechoslovakian Academy of Sciences. He is one of the founders and chief theoreticians of transpersonal psychology, and founding president of the International Transpersonal Association. For the past thirty-five years he has conducted research on therapeutic and heuristic aspects of non-ordinary states of consciousness; experiential psychotherapy using psychedelics and non-drug techniques; alternative approaches to psychoses; the problem of spiritual emergencies and treatment of transpersonal crises; and the implications of new developments in quantum physics, information and systems theory, biology, brain research and consciousness studies for psychiatric theory and the emerging scientific paradigm. He is the author of *Realms of the Human Unconscious* (Viking Press, 1976), *Beyond the Brain* (State University of New York Press, 1985), *The Holotropic Mind* (Harper Collins, 1992), *The Cosmic Game: Explorations of the Frontiers of Human Consciousness* (SUNY Press, 1998), and *Psychology of the Future: Lessons from Modern Consciousness Research* (SUNY Press, 2000).

**Joanna Macy** received her PhD from Syracuse University. She is a visionary activist and scholar of Buddhism, general systems theory, and deep ecology. Weaving these threads together, she has created both a groundbreaking theoretical framework for a new paradigm of personal and social change, and a powerful workshop methodology for its application. Her wide-ranging work addresses psychological and spiritual issues of the nuclear age, the cultivation of ecological awareness, and the fruitful resonance between Buddhist thought and contemporary science. This work is articulated in her books *Despair and Personal Power in the Nuclear Age* (New Society Publishers, 1983); *Dharma and Development* (Kumarian Press, 1991); *Thinking Like a Mountain* (coedited with John Seed, Pat Fleming, and Arne Naess; New Catalyst Books, 2007); *Mutual Causality in Buddhism and General Systems Theory* (SUNY Press, 1991); *World as Lover, World as Self* (Parallax Press, 1991); her cotranslation of *Rilke’s Book of Hours* (with Anita Barrows, Riverhead Trade, 2005); and *Coming Back to Life: Practices to Reconnect Our Lives, Our World* (with Molly Young Brown, New Society Publishers, 1998).
**Student Profiles**

**Elizabeth McAnally** (PhD student) is studying in the Integral Ecology track in PCC. She is an editor and web content manager for the Forum on Religion and Ecology at Yale University. She has taught classes on philosophy, religion, ecology, and t’ai chi at Pacifica Graduate Institute, the University of North Texas, Diablo Valley College, the University of San Francisco, and CIIS. Her research focuses on water at the intersection of religion and ecology. She is also an accomplished musician and enjoys singing and playing the flute, piano, and bass guitar.

**Kari Risher** (MA student) came to the PCC program from NASA's Jet Propulsion Lab, where, as a space systems engineer, she worked on strategic plans and designs for satellite missions that observed the Earth from space. The mystical passion that drove her to the examination of the universe and Earth’s role within it through space exploration also fed her spiritual pursuits, such as working at the Franciscans Milieuproject, an ecospiritual monastery in the Netherlands; organic farm stays; spiritual pilgrimages to ashrams and monasteries in India and France; and social justice work in Swaziland, India, and Bangladesh. The PCC program has helped her to join science and spirituality, and has provided her with the language she has needed to speak in her native tongue as a mystic. She is developing a holistic paradigm through poetry, folk music, children’s stories, and metaphysical research on time and the relationship between spiritual and material realms.

**Matthew David Segall** (PhD student) is focusing his doctoral research primarily on the role of imagination in the philosophical integration of scientific theory and religious myth. His undergraduate work focused on cognitive science at the University of Central Florida. He is the author of *On the Matter of Life: Towards an Integral Biology of Economics*, “Logos of a Living Earth: Towards a New Marriage of Science and Myth for Our Planetary Future” in *World Futures*. He blogs regularly at footnotes2plato.com.

**Alumni Profiles**

**MA Alums**

An MA degree in Philosophy and Religion, with a concentration in PCC, can prepare graduates for a number of possible vocations or deepen one's relationship with a current career. PCC alumni are engaged in a wide array of fields, including cutting-edge social and environmental advocacy in the nonprofit sector; primary, secondary, undergraduate, and graduate education; sustainable business and social entrepreneurship; counseling and alternative healing modalities; and local politics. Some PCC MA alums have also gone on to pursue a PhD either at CIIS or elsewhere.

**Theodore Richards** (MA ’08) came to the PCC program having completed an interfaith program at The New Seminary in New York City. He had spent most of his adult life traveling and working overseas—in the Far East, the Middle East, Africa, Latin America, Europe—and working with inner-city youth in Chicago and Harlem. After finishing the program, he moved back to Chicago and started his own nonprofit organization called The Chicago Wisdom Project, working with marginalized teens to empower them to re-imagine their world and their place in it. Richards has published three books, the second of which—*Cosmosophia: Cosmology, Mysticism, and the Birth of a New Myth*—was deeply influenced by his PCC studies. He also recently took a position teaching world religions at The New Seminary. Most importantly, Richards’ daughter was born while he was in the program, and he hopes to convey to her many of the lessons he learned in PCC.

**Francesca Po** (MA ’10) is currently a doctoral student in theology and religious studies at King’s College London. The working title of her dissertation is “After ‘Spirituality’: An Emerging Common Worldview Among the Religious, New Age, and Unchurched Generation Y in Britain and America,” a study that combines the fields of sociology and integral studies. Prior to earning an MA from PCC, she received her BA at UC Berkeley in religious studies and music, served in the Peace Corps in Kazakhstan, and worked as a philosophy and religious studies high school teacher. She says, “PCC has affected my life in infinite ways. My academic and spiritual careers are inseparable—I believe in the evolution of consciousness, and am passionate about living my being in such a way that is in continuous development, inspired by an enchanted, interdependent reality.”
Jamie Socci (MA ’12) found herself dissatisfied with her job as a manager and customer service trainer for retail stores in New England. PCC represented not only the opportunity to further her education and change careers, but also offered the chance to learn as a form of self-transformation. While in school she maintained a foothold in the business world by working as a branding consultant for small well-being companies in the Bay Area. Among the most important experiences she had in PCC were her work as a research assistant to Robert McDermott and as the cofacilitator of the CIIS student group, the Forum on Transdisciplinary Studies. After finishing her coursework, she relocated to Big Sur, California, where she works as the executive assistant for the CEO of Esalen Institute. Reflecting on her experience, Socci said, “PCC is not merely an education. For me it is a place where the veil of life lifts, even if only a little, and in addition to a diploma one earns a new set of eyes with which to behold the beauty of the universe.”

PhD Alums

PCC PhD alums are active locally and internationally, bringing a new perspective to many different areas. Several PhD alums are now teaching in higher education, many have published books since graduating, and some are continuing in their original careers, practically applying the insights gained from their scholarly research.

Karen Chen (PhD ’12) began her life before PCC as an aspiring astronomer-turned-sociologist when she discovered a knack for asking larger existential questions that could not be answered by a mainstream science education. After volunteering and working in a variety of organizational roles, she decided to forego a sense of logic and follow her inspirations—which led her to PCC. She embarked upon a voyage informed by a yearning to cultivate her highest potential as a full human being. She gleaned insights from new sciences, ancient wisdom traditions, ecofeminism, inner personal work, and new friends. PCC provided some of her greatest moments in her personal and career growth, and she now integrates what she has learned into various other projects including community work, organizing major international music festivals, and working at the forefront of ecological movements to transform our planet and our world.

Molly Dwyer (PhD ’03) is former vice president of the Satyana Institute. She is the author of the award-winning book Requiem: A Philosophical Novel for the Author of Frankenstein. She received the 1999 Vicker’s Award from the International Society for the Systems Sciences for her paper “The Emergent Feminine.” Her dissertation, titled Strange Attraction: Toward a New Cosmology of Gender, explored and articulated the “primal nature, role, contribution, and mystery of gender—that is, the existence of the masculine/feminine polarity—from within the context of the evolution of the universe.”

Sean Esbjörn-Hargens (PhD ’05) is codirector and a founding member of the Integral Ecology Center of Integral University and has been doing research in environmental philosophy and sustainable development for more than a decade. He is also an assistant professor at John F. Kennedy University, where he teaches courses in consciousness, culture, and ecology. His articles have appeared in the Journal of Consciousness Studies, Journal of Bhutan Studies, World Futures, and AQAL: Journal of Integral Theory and Practice. He is also one of the editors (along with his wife, Vipassana Esbjörn-Hargens), of Ken Wilber’s recent book, Simple Feeling of Being (Shambhala, 2004). He is coauthor with Michael Zimmerman of the book Integral Ecology: Uniting Multiple Perspectives on the Natural World (Integral Books, 2011).

Linda Jaye Gibler (PhD ’07), Dominican Sister of Houston, wrote her dissertation on the cosmological interpretation of baptism in Roman Catholic tradition. She is currently the associate academic dean at the Oblate School of Theology in San Antonio, Texas. She is also serving as a technical-editor-for-science for the book Epic of Evolution.
Admission to the Programs

Admission to the MA Program
The PCC MA program seeks individuals who are drawn to the program’s mission and goals, are open to multiple points of view, write well, and are able to think both critically and sympathetically. Admissions decisions are based on past academic achievement, maturity, and motivation for educational and personal development.

Applicants must meet the general admission requirements of the Institute. Information about application procedures and deadlines, and transfer of credit, can be found in the CIIS catalog or at www.ciis.edu. The materials required include: an autobiographical statement (four to six pages), a goal statement (one to two pages), an academic writing sample (five to fifteen pages), and transcripts. The autobiographical statement should describe significant events in your life that have led to the decision to pursue admission to this program. The goal statement should articulate why you are interested in PCC in particular, and, if appropriate, how these interests relate to your long-term personal and professional aspirations. PCC will consider applicants from a variety of academic backgrounds, including the humanities, the social sciences, the natural sciences, the arts, or professional degree programs.

Admission to the PhD Program
The PCC faculty directs dissertations in two specializations: Integral Ecology and Cosmology, and Archetypal and Consciousness Studies. Admission to the Philosophy, Cosmology, and Consciousness PhD program is increasingly selective. It is independent of admission to the MA program; it requires a separate application. An applicant for the PhD must have done outstanding work at the MA level. In addition, the PhD applicant must (1) identify at least one PCC core faculty member who would be appropriate to serve as a mentor in the PhD program and a second faculty member who would be able and willing to serve on the dissertation committee; (2) show close familiarity with that faculty member’s particular area of expertise; and (3) demonstrate the necessary preparation and motivation for specializing in that area (or areas), especially with respect to research leading to the dissertation. The materials required for application are an autobiography, a two-to-four-page statement of goals, a writing sample, two letters of recommendation, and transcripts.

Students admitted into the doctoral concentration who do not have an MA from CIIS in Philosophy, Cosmology, and Consciousness may be required to complete up to an additional 18 units of coursework (minus equivalencies) from the core section of the MA curriculum.

More Information
It is recommended that prospective students visit an open house or schedule an appointment with the PCC program faculty or staff prior to applying to the program. Dates for fall and spring open houses can be found at www.ciis.edu. Also, most PCC classes and extracurricular offerings are open to prospective students. Contact the admissions counselor responsible for this program at www.ciis.edu/admissionsteam or visit our website: www.ciis.edu.
San Francisco Is Our Campus

San Francisco is a hub of connections—international, cultural, and professional—within one of the world’s most beautiful natural environments. Diverse neighborhoods make up the city, and CIIS is located in the lively downtown area.

Inside our buildings, you’ll find intense learning experiences, a rooftop Zen garden, meditation room, bookstore, art exhibits, and our popular organic café. Outside, a spirit of renewal is invigorating SoMa, our South of Market neighborhood. Parks, shops, and housing are sprouting up in the area between Mission Street and the San Francisco Bay, already anchored by Symphony Hall, the Asian Art Museum, Yerba Buena Center for the Arts, the Museum of Modern Art, San Francisco Public Library, and City Hall.

In the city and throughout the Bay Area, students gain work experience at challenging practicum sites. There’s an exciting synergy here between personal and communal growth you won’t find anywhere else.

Through CIIS Public Programs & Performances, the Institute offers students and the public a dazzling variety of concerts, workshops, conferences, lecture series, and urban retreats—many granting continuing education credit—that showcase leaders in spiritual practice, interfaith dialogue, psychology, social activism, bodywork, performing arts, dance, movement, and many other areas. The Arts at CIIS sponsors numerous art exhibits and events, and travel tours take alumni and friends to such destinations as India and Costa Rica. A recent major conference, “Expanding the Circle: Creating an Inclusive Environment in Higher Education for LGBTQ Students and Studies” attracted participants from colleges and universities throughout the U.S. and internationally.

Open the Door to Your Future

Our place is yours during CIIS open houses and program information sessions—great ways to experience our community and learn about programs firsthand. You can also call or email our admissions counselors who can answer your questions, put you in touch with specific programs, and schedule a classroom or campus visit.

Financial Aid Is Available

CIIS administers a full complement of financial aid programs, including federal student loans, scholarships, grants, student employment, and private loans. Please call the Financial Aid Office for details at 415.575.6122 or visit

WWW.CIIS.EDU/FINANCIALAID

Academic Programs

SCHOOL OF CONSCIOUSNESS AND TRANSFORMATION

- Asian and Comparative Studies (MA, PhD in Philosophy and Religion)
- Anthropology and Social Change (MA, PhD)
- East-West Psychology (MA, PhD)
- Ecology, Spirituality, and Religion (MA, PhD in Philosophy and Religion)
- Philosophy, Cosmology, and Consciousness (MA, PhD in Philosophy and Religion)
- Transformative Leadership (MA, online)
- Transformative Studies (PhD, online)
- Women's Spirituality (MA, PhD in Philosophy and Religion)
- Creative Inquiry, Interdisciplinary Arts (MFA)
- Writing and Consciousness (MFA)

SCHOOL OF PROFESSIONAL PSYCHOLOGY & HEALTH

- Clinical Psychology (PsyD)
- Community Mental Health (MA in Counseling Psychology)
- Drama Therapy (MA in Counseling Psychology)
- Expressive Arts Therapy (MA in Counseling Psychology)
- Integral Counseling Psychology (MA in Counseling Psychology)
- Integrative Health Studies (MA)
- Somatic Psychology (MA in Counseling Psychology)

SCHOOL OF UNDERGRADUATE STUDIES

SCHOOL OF CONSCIOUSNESS AND TRANSFORMATION

- BA in Interdisciplinary Studies

ONLINE DEGREES

- Transformative Leadership (MA)
- Transformative Studies (PhD)

CERTIFICATE PROGRAMS

- Advanced Certificate in East-West Spiritual Counseling
Integral
An approach to life, philosophy, and education that focuses on wholeness and integration of body-mind-spirit. The Sri Yantra symbolizes the integration of the spiritual with the worldly, embracing paradoxes and honoring diversity as part of its method of comprehending unity.

“What happens at CIIS is very nearly unique in the world of higher education. It is also revolutionary...No one is truly educated until heart and mind have been joined with action.”

PARKER PALMER
Author, educator, activist

Accreditation
CIIS is accredited by WASC (Western Association of Schools and Colleges, 985 Atlantic Avenue, Suite 100, Alameda CA 94501; 510.748.9001).

Diversity
California Institute of Integral Studies recognizes and honors the value of a diverse academic community. It is committed by law and by purpose to serving all people on an equal and nondiscriminatory basis.

In Brief
LOCATION
• In downtown San Francisco
• Walk to public transportation

COMMUNITY
• 1,400 students
• Age range from 20 to 75
• 7% international
• 26% students of color
• 71% women
• Online students across 4 continents
• More than 5,000 alumni in 28 countries

COSTS
For a detailed breakdown of costs—full-time, part-time, and per-unit—visit www.ciis.edu/admissions or call Admissions at 415.575.6154.

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