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.
Online Learning Programs

Transformative Studies

PhD in Transformative Studies
and
PhD in Transformative Studies
with a Focus on Integral Studies

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

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
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About the PhD in Transformative Studies

The primary focus of the doctoral program in Transformative Studies (abbreviated as TSD) is to develop thought-leaders who are committed to exploring leading-edge issues in innovative ways that combine scholarship, creativity, and self-inquiry. The program places great value on developing the ability to participate in scholarly discourse through publication, and on the importance of viewing academic inquiry as an opportunity for personal and social transformation, while grounding transformative processes in academic depth, rigor, and imagination.

The program focuses on the development of the following capacities:
- Making an original transdisciplinary research contribution in a chosen area of inquiry
- Engaging in inquiry as a creative and collaborative process in the context of a community of learners
- Engaging inquiry as an integral, spiritual, and transformative process of personal and social transformation
- Applying one’s research to real-world problems, articulating and embodying one’s values, and skillfully putting theory into practice

The course of study is transdisciplinary. It is inquiry-driven rather than driven exclusively by the purview of a single discipline. Students develop a solid grounding in research on transformative studies, the complexities of transdisciplinary research, and the knowledge base of their topic. Research draws on a plurality of relevant disciplines as students select and focus on a topic they are passionate about.

The program is also meta-paradigmatic: Students are exposed to a plurality of perspectives and disciplines, and learn how to excavate the underlying assumptions and paradigms that inform them. Students learn ways of inquiry that connect and contextualize in order to integrate different—even divergent—perspectives in a coherent way.

The program stresses the role of the knower in the process of knowing. The psychology of knowledge—which addresses such issues as perception, assumptions, projection, creativity, habits of mind, error and illusion, and imagination—is considered central to the process of inquiry, as is the sociology of knowledge, which contextualizes inquiry in its social, cultural, and political milieu. Every academic inquiry is viewed as an opportunity for and exploration of the roots and matrices of knowledge in self and society.

All inquiry is viewed as an opportunity for self-inquiry. Self-inquiry in turn is supported by, and informs, increasing academic depth and sophistication. Students are encouraged to understand the biases, assumptions, aspirations, and emotional investment that they bring to the process of inquiry. Academic inquiry is framed as an opportunity for personal and social transformation, as a spiritual practice, and as an opportunity to cultivate creativity.

The program stresses the interrelationship between theory and practice. As thought-leaders and action-leaders, students develop skills that allow them to participate in scholarly discourse, to write for publication, and, if they choose, to conduct action-oriented research and interventions in applicable contexts. Graduates of the program have the opportunity to teach in a discipline related to their area of interest and to conduct action-oriented research and interventions in human systems at the individual, group, and organizational levels.

Students will also work together in Learning Community, a not-for-credit required course designed to provide an opportunity for community building, personal exchange, collaborative exploration, and reflection on the learning process and the quest for personal growth and development.
Learning outcomes for TSD program students include the following:

• Making an original contribution to their chosen area of inquiry
• Demonstrating the ability to write publishable articles and participate in the scholarly discourse of their area of inquiry
• Approaching scholarship and research as creative processes and as an opportunity to create themselves as scholars
• Understanding and applying a systems/cybernetic perspective to inquiry
• Engaging in transdisciplinary research and creating a knowledge base that is pertinent for their specific area of inquiry
• Understanding how knowledge is constructed, and drawing on cybernetic epistemology and the psychology and sociology of knowledge to apply them to the academic discourse and their own inquiry process
• Applying, evaluating, and synthesizing multiple theoretical approaches and understanding the ways in which differing approaches structure knowledge
• Making responsible transdisciplinary use of knowledge from multiple disciplines, critically engaging with their literatures, approaches to knowledge, underlying assumptions, and theories
• Having sufficient command of methodology to be able to apply an appropriate method to a research question and to evaluate the appropriateness of various methods in the exploration of different kinds of questions
• Working in a collaborative context, creating and evaluating groups to support learning and change; and also being self-motivated, self-directed inquirers who take responsibility for their own learning process

PhD in Transformative Studies with a Focus on Integral Studies

The focus on Integral Studies is a specialization within the Transformative Studies doctoral program.

With roots dating back to the early 1950s, CIIS came into being in 1968 as the California Institute of Asian Studies. It was inspired by the integral philosophy of Sri Aurobindo, which was embodied in the life and work of its original director, Professor Haridas Chaudhuri. Today the integral insight is growing again, reflecting ideas seen in the lives and thought of many great thinkers and activists. A sampling includes Ken Wilber, Jean Gebser, Jenny Wade, Richard Tarnas, Sally Goerner, and Edgar Morin, as well as activists such as Rudolph Bahro, Václav Havel, and Joanna Macy. Each combines first-, second-, and third-person knowledge with spiritual insight and an active engagement in the world. In line with the above pioneers of integral thought, the Integral focus explores the deep nature of human consciousness; its evolution since the dawn of humankind; its growth and transformation in each human life; and its many expressions in art, science, and society.

The integral approach to scholarship and action is an emerging alternative to objective scientific approaches based narrowly on naturalistic “positivism” or the various forms of contemporary social science critical theory. Modern integral approaches recognize and honor a wide range of perspectives. Their purview embraces the usefulness of the hypothetico-deductive method as well as critical theory and other modern, postmodern, and ancient approaches to understanding the human being and the human situation.
Degree Description

TSD Program Format
The Transformative Studies program is offered in an online format. Students work in the online environment of the CIIS virtual classroom. During the two years of coursework, the students meet twice a year in the Bay Area for five- to seven-day residential intensives. Because intensives are an essential aspect of the learning experience, participation in the intensives is mandatory.

Curriculum
The doctoral program in Transformative Studies consists of a minimum of 36 semester units (two years of full-time coursework) plus a dissertation. It will include 21 units of foundations courses and 9 units of electives, which may be taken from both Transformative Leadership and TSD. Coursework concludes with two comprehensive exams (6 units) in essay form: one addresses the knowledge base of the student’s area of inquiry; the other addresses the chosen research methodology for the student’s dissertation.

Required Courses
TSD 8005 Introduction to Transformative Studies (3 units)
TSD 8125 Creative Inquiry: Scholarship for the 21st Century (3 units)
TSD 8130 Transdisciplinarity: Complex Thought and the Pattern That Connects (3 units)
TSD 8210 Self, Society, and Transformation (3 units)
TSD 8215 Varieties of Scholarly Experience (3 units)
TSD 6526 The Ecology of Ideas (3 units)
TSD 8120, 8220, 8320, 8420 Learning Community (0 units, four-semester sequence)
TSD XXXX Directed Research Elective (3 units)

Comprehensive Exams
TSD 9610 Dissertation Literature Review (3 units)
TSD 9611 Dissertation Research Methodology (3 units)

Electives
Electives (9 units, three courses)

Total units for the degree: 36
Course Descriptions

Required Courses
TSD 6526 Ecology of Ideas (3 units)
All inquiry is situated in an ecology of ideas. This course will help students to identify, situate, and orient themselves in their ecology. The course will also address the role of theory in inquiry, and prepare students to develop and articulate their own theoretical orientation.

TSD 8005: Introduction to Transformative Studies (3 units)
This course introduces the fundamentals of distinguishing, knowing, communicating, and facilitating transformative process. In this course spanning individual, relational, organizational, and cultural perspectives of transformation, students will explore how change may be understood and practiced. Particular emphasis will be placed on the development of transdisciplinary views of systemic complexity, higher-order processes of change, and the ways in which academic inquiry itself can become a self-organizing, transformative process.

TSD 8125: Creative Inquiry: Scholarship for the 21st Century (3 units)
This course provides an introduction to research as a creative and transformative process. It will address issues such the relationship between the academic and the transformative; what it means to be a scholar in the 21st century; how to get in touch with one's research passion and integrate it into one's coursework; how to think about research in a way that integrates personal reflection and personal growth with solid, grounded scholarship in an academic context; what the role of the literature review is and how to approach it; and how to develop one's academic voice. The knowledge base is drawn from the philosophy of social science, educational and developmental psychology, creativity research, complexity, and inter- and transdisciplinarity theories and research.

TSD 8130: Transdisciplinarity: Complex Thought and the Pattern That Connects (3 units)
It is becoming increasingly clear that complex issues often cannot be addressed from the perspective of a single discipline. This course focuses on how research is conducted across disciplines. We will briefly explore the history of disciplines and inter- and transdisciplinarity, and study a number of exemplars that draw from disparate disciplines to assess a variety of possible strategies. Transdisciplinarity will be presented as an approach that is driven by inquiry rather than discipline; is meta-paradigmatic rather than intra-paradigmatic; requires a form of complex thought to organize knowledge in a way that connects and contextualizes, rather than separates and reduces; and acknowledges the central role of the knower in all-knowing. How can we learn to think across disciplines in a way that is inquiry based, when we have been taught to think inside our disciplinary silos? The work of a number of transdisciplinary exemplars will be studied in depth.

Topics include how to develop a knowledge base in a multidisciplinary approach; how to research, review, and integrate perspectives from different sources relevant for the student's research topic; how to develop a solid understanding of the dominant discourse(s) in one's area of inquiry and address its limitations; and how to develop a theoretical framework for inquiry. The course will also cover how to integrate the knower in the known—how to reflect on how who we are and our values, assumptions, and blind spots play a role in our inquiry. Students will be able to ground all the work in this class in their chosen areas of inquiry.

TSD 8210: Self, Society, and Transformation (3 units)
This course examines the relationship between self and society in a planetary context. It will address the nature of interconnectedness, examine new ways of understanding our planetary predicament, and introduce interpretive frameworks from the sociology of knowledge, the sociology of social change, and the study of cultures. Throughout the course, students will be invited to look at their own research inquiry through these particular lenses.

TSD 8215: Varieties of Scholarly Experience (3 units)
This course provides a general introduction to research methods, models of research, and research design. It includes an overview of the epistemological and ontological foundations of research, a survey of research
methods, and the basics of research design. Students will reflect on the ways in which the human sciences have addressed very basic philosophical questions that have a profound influence on our research and our everyday existence. Students will learn how inquiry questions and values are related to specific methods and research designs.

**Comprehensive Exams**

**Directed Research Electives**

**TSD 7057: Integral Methodology: Integral Methodological Pluralism (3 units)**
This course begins with a survey of the wide range of research methodologies, or approaches to knowledge, suggested by Wilber's AQAL model. In particular, it will examine methodologies from all four quadrants and in each case from both inner and outer perspectives. For example, the upper left (UL) quadrant concerns the inner life and can be seen from its own inner perspective (heuristic inquiry, phenomenology), or it can be seen objectively from an outer perspective (“structural” approaches such as Piaget's developmental psychology, and Loevinger's ego development). Likewise, the lower left (LL) quadrant can be studied in its own interior (Socratic dialogue, Buber's “I and thou,” hermeneutics) or objectively from outside (Spiral Dynamics' “value memes,” linguistics, European structuralism). The course surveys these methodologies, emphasizing those that deal with inner experience and social realities. Then students will concentrate on one or two methods of particular interest, developing a deeper knowledge of them and working in small groups to carry out and report a study using their method of choice.

**TSD 7098: Integral Research: Art and Imagination-Based Methods (3 units)**
Art-based inquiry and “imagework” are ways of knowing and perceiving that often precede, complement, or de-center literal description most commonly attached to qualitative inquiry. This course explores some of the modalities of art-based and image-based methods of inquiry through theory and the study of exemplars. Methodological issues discussed include the role of critical subjectivity, the nature of knowledge and its relationship to modes of discourse and presentation, and the applications of art-based or image work for studying psycho-spiritual phenomena. Prerequisite: TSD 8215.

**TSD 7129 Theory and Methods for Feminist and Critical Inquiry (3 units)**
An inquiry into feminist, womanist, and postcolonial theory and research practices with emphasis on qualitative research. Elements of inquiry, including worldview (cognitive ordering principles) epistemology (theories of knowledge), ontology (theories of reality), paradigm (templates for viewing the world), method (techniques for gathering information), methodology (theory and analysis of how research should proceed), and theory building, will be discussed in relation to feminist goals of inquiry and social justice. A framework of critical thinking from a cross-cultural, comparative, and transdisciplinary perspective will be integrated into feminist analysis. The class will be organized around a feminist/womanist pedagogy and will be oriented toward evolving a learning community within the class community. Inquiry will include experimental processes, shared dialogue, and appreciation of women's worldviews and cross-cultural perspectives. The instructor and teaching assistants conduct a course that involves co-creation and shared leadership by instructors and students. Prerequisite: TSD 8215.

**TSD 7300: Narrative Research (3 units)**
Covers methods of working with narratives in research context—interviewing, analyzing, and reporting; looks at the methodological, theoretical, and ethical issues of doing life-history research.

**TSD 8218: Basic Qualitative Research (3 units)**
This course is designed to give students an overview of basic qualitative research and develop skills required to conduct qualitative research. Students will select a research question and will use it to design a basic qualitative research project. Students will work independently on developing their research design. Assignments in this course will include experiential exercises for skill development that students will do offline, written assignments, and library research. Prerequisite: TSD 8215

**TSD 9610: Comprehensive Exam: Dissertation Literature Review (3 units)**
This course will focus on writing a literature review for the student's dissertation. This literature must be written in such a way that it can be submitted as a publishable article to a journal relevant to the student's interest area.
TSD 9611: Comprehensive Exam: Dissertation Research Methodology (3 units)
The second comprehensive exam outlines and articulates the methodology that the student will use for the dissertation or equivalent. As well as showing how the student intends to apply the methodology, the paper must, among other things, explain why this particular methodology was chosen, where it is situated in the broad spectrum of available methodologies, and what its limitations are.

Sample Electives
TSD 6239: Technology and the Future of Humanity
The relationship of our species to its technology is complex, with some seeing technology as benign, focusing on what it enables us to do, while others view it negatively, focusing on what it does to us. All agree that technology is not an inert tool, but a force with its own evolutionary dynamic and an unstoppable momentum, ever increasing in speed and complexity, even beginning to mimic life itself. But is this force propelling our species to ever greater evolutionary heights, or is it hurling us toward disaster and collapse? This course will explore the relationship between our species—genetically adapted to a primitive foraging existence—and the man-made world we now inhabit, and attempt to map the future of this unique and uncomfortable marriage between humans and their extensions.

TSD 6303: Art, Science, and the Sacred (3 units)
This course will explore the universal nature of the sacred and the sense of wonder, awe, and respect in the face of the cosmos that is experienced even by those who could call themselves agnostics. Instruction will include a visit to Siena, Italy, to see the Duccio altarpiece *The Virgin Enthroned* and discuss symbolism in religious art.

TSD 7027: Working with Your Dreams (3 units)
Richard Grossinger, a seminal writer on dreams, wrote: “In a certain sense, dreams are realer than life. That is, they are closer to the roots of our being than daily waking events. If we exist in some ultimate terms, it is beyond the senses and beyond consciousness.” In this course, we are going to explore how to work with dreams, sometimes to interpret them but always to honor them. When we do so, we open a gateway to a source of information and support deeper than consciousness. Everyone taking this course will need to keep a dream journal and be prepared to share some of his or her own dreams with the class.

TSD 7046: Goodness, Evil, Politics, and Change (3 units)
Current political rhetoric seeks to mobilize constituents against “evil” others. In this course, while reflecting on readings related to the diversity of cultural understandings of morality, students critically explore how social psychology and depth psychology each frame good and evil. Through this transdisciplinary approach, students critically assess their own relationship to a good–evil duality and their susceptibility to ideological and political rhetoric that dehumanizes the other and constructs the enemy.

TSD 7099: Social and Cultural Roots of Western Esotericism
Esoteric movements in the West, from antiquity to the present, constitute an “underground stream” of thought and practice that is remarkably similar across venues and centuries. This course will examine early movements (including those of the Essenes, the Pythagoreans, Greek mystery schools, and Gnostics), various heresies and cultic movements within exoteric religions (including the Cathars, the Albigensians, the Knights Templar, and devotional cults), as well as modern esoteric movements (including theosophy, anthroposophy, Rosicrucianism, and modern hermeticism). We will study the nature of esoteric movements, their defining characteristics, their similarities and differences, and the social and cultural milieux that surround their emergence. Using a transdisciplinary lens, this course will augment findings in sociology of religion by including perspectives from intellectual history and comparative religion. The relationship between esoteric and exoteric religion will be a focus, as we attempt to discover how these respective forms of thought and practice function in society and culture. Students will research one or more movements in depth and will share their research with the class in a learning community.

This class takes a macroscopic look at rapid, diverse global change from 1950 to 2050. We will explore the lenses of popular culture through movies, music, and books that have shaped our ways of thinking and feeling about
the future in the last sixty years, and engage in a lively conversation about what ideas, images, and stories we
would like to see shape the next forty. Students are encouraged to relate their research interests or doctoral
research topic to several framings of the future, to see how this examination may shed light on their research,
and their research shed light on our collective future. The class will involve watching about six movies, listening
to musical gems in various genres, and reading, and so students may need to purchase either movies or a Netflix
account, for two or three months, which currently costs about $25 or $30.

About the PhD in Transformative Studies
with a Focus on Integral Studies

The focus on Integral Studies has the same TSD requirements as listed above, but also requires three courses
designed to provide the conceptual foundation for an understanding of integral scholarship and action. These
are easily taken as electives within the TSD degree.

TSD 6640 Integral Growth and Development: Individual Growth and the Evolution of Consciousness (3 units)
TSD 7057 Integral Methodology: Integral Methodological Pluralism (3 units)
TSD 8003 The Grand Integral Vision: An Introduction to Integral Thought and Action (3 units)

The focus on Integral Studies also requires that the student’s dissertation be developed from an integral
perspective. This requirement is flexible, but in general terms it means that dissertation research and
scholarship takes some account of first-, second-, and third-person perspectives.

Alternative electives are offered regularly. These enrich the student’s experience. Examples include the following:

TSD 6302 Art as a Mirror of Evolving Consciousness (3 units)
TSD 7047 Integral Sustainability: Personal and Social Transformation in a World on the Brink (3 units)
TSD 8225 Evolution of Consciousness (3 units)

Focus on Integral Studies Course Descriptions

TSD 6302: Art as a Mirror of Evolving Consciousness (3 units)
Art tells us what we were, what we are, and what we are becoming. Explore the superstructure of expanding
consciousness through the lens of art and artifacts shaped by the magical, mystical, modern, and postmodern
mind. Wilber, Combs, Gebser, and others create compelling frameworks from which to interpret the meaning
of mankind’s works of art. Students will use these frameworks to arrive at a deep understanding of the
consciousness of the artisans who created these works and the times in which they lived. Utilizing the learning
domains of both cognitive understanding and affective feeling, the class will enter the worldview of other stages
of consciousness to develop a new sense of appreciation and wonderment for what has gone before, and a
hopeful anticipation for where the path of expanding consciousness is leading.

TSD 6640: Integral Growth and Development: Individual Growth and the Evolution of Consciousness (3 units)
This course explores basic ideas about spiritual and psychological growth and development from childhood
through advanced stages of adult maturation. It will give special attention to personal growth beyond the
ordinary ("conventional") level of adult functioning. The course will be centered in, but not limited to, the integral
philosophies of Sri Aurobindo and Ken Wilber.

TSD 7047: Integral Sustainability: Personal and Social Transformation in a World on the Brink (3 units)
Students will engage in readings and dialogue about sustainability while engaging in personal and community
projects that promote sustainability at personal, social, and global levels. At the same time, through readings
and discussions, students will be introduced to ecophilosophy and green psychology while exploring lifestyles
that integrate body, mind, and spirit in a sustainable whole.
TSD 7057: Integral Methodology: Integral Methodological Pluralism (3 units)
This course begins with a survey of the wide range of research methodologies, or approaches to knowledge, suggested by Wilber’s AQAL model. In particular, it will examine methodologies from all four quadrants and in each case from both inner and outer perspectives. For example, the upper left (UL) quadrant concerns the inner life and can be seen from its own inner perspective (heuristic inquiry, phenomenology), or it can be seen objectively from an outer perspective (“structural” approaches such as Piaget’s developmental psychology, and Loevinger’s ego development). Likewise, the lower left (LL) quadrant can be studied in its own interior (Socratic dialogue, Buber’s “I and thou,” hermeneutics) or objectively from outside (Spiral Dynamics’ “value memes,” linguistics, European structuralism). Then students will concentrate on one or two methods of particular interest, developing a deeper knowledge of them and working in small groups to carry out and report a study using their method of choice.

TSD 8003: The Grand Integral Vision: An Introduction to Integral Thought and Action (3 units)
Integral visionaries and practitioners from Sri Aurobindo to Ken Wilber have provided the most comprehensive, relevant, controversial, and practical attempts to synthesize ancient, modern, and even postmodern understandings of the kosmos. This course examines the deep thought and practices of the most important of these with an emphasis on coming to a full appreciation of the radically new kosmos disclosed by the Grand Integral Vision. We examine this great vision while at the same time exploring its implications for spiritually informed personal growth and effective action in the world.

TSD 8225: Evolution of Consciousness (3 units)
Through art, literature, archaeology, and history, this course explores the evolution of human consciousness from its pre-human origins through the Neolithic and Paleolithic periods, through ancient history, and on down through the Renaissance to modernity and postmodernity. It will begin with the origins of the human mind as depicted in the writings of Merlin Donald and David Lewis-Williams, and continue with an inquiry into cultural and historical structures of consciousness with Jean Gebser, Ken Wilber, and Allan Combs. The course will be based in an ongoing dialogue and exploration of these topics on the web, as well as requiring midterm and end-of-term papers.

Total units for the Focus on Integral Studies: 36

Faculty Profiles

Core Faculty
Allan Combs, PhD started college as a physics major in the 1960s at The Ohio State University, where his interests turned to Jungian psychology and then to humanistic psychology. He traveled to the University of Florida where he studied with Sidney Jourard, and later to the University of Georgia to pursue a growing interest in the relationship of mind and consciousness to the brain. Today he is a consciousness researcher, neuropsychologist, and systems theorist. He is also professor emeritus at University of North Carolina-Asheville, visiting scholar at Antioch University Midwest, and director of the Conscious Evolution master’s program at the Graduate Institute of Connecticut. Combs is author or coauthor of more 200 articles, chapters, and books on consciousness and the brain, including Consciousness Explained Better: The Radiance of Being, winner of the best-book award of the Scientific and Medical Network of the UK; Synchronicity: Through the Eyes of Science, Myth, and the Trickster; Thomas Berry: Dreamer of the Earth; The Postconventional Personality; and A Victorian’s Guide to Consciousness. Combs is cofounder of the The Society for Chaos Theory in Psychology and the Life Sciences, a member of the General Evolution Research Group, the Integral Institute, and the one-hundred-member Club of Budapest. He is coeditor of the Journal of Conscious Evolution and associate editor of Dynamical Psychology. Combs was the winner of the 2002–2003 National Teaching Award of the Association of Graduate Liberal Studies Programs, and in the same year he held the UNCA Honorary Ruth and Leon Feldman Professorship.
Daniel Deslauriers, PhD, received his doctorate in psychology from the University of Montreal and conducted research at the University of Auckland, New Zealand, and at the Chronopsychology Laboratory, Carleton University, Ontario. He has lived in Indonesia, studied the religion and sacred arts of Bali, and trained in gamelan music and Balinese dance. Deslauriers was cofounder of the Montreal Center for the Study of Dreams. He coauthored Le rêve: sa nature, sa fonction et une méthode d’analyse (PUQ, 1987), has published articles on epistemology and narrative research, and is completing a coauthored book (with Fariba Bogzaran) on Integral Dreaming (SUNY Press, forthcoming). His professional interests in consciousness studies include traditional and contemporary approaches to dreams and imagination, altered states of consciousness, spiritual intelligence, and integral psychology. He is also a practitioner and teacher of Unity in Motion, a body/mind integrative practice. Deslauriers was selected as winner of the Templeton 2000 Science and Religion Course Award Competition for a course he developed, titled Consciousness, Science, and Religion.

Urusa Fahim, PhD, has areas of interest that include inquiry and research methodologies, group process, collaborative creativity, intercultural communication, and women’s leadership. She received her doctorate in transformative learning and change at CIIS, and her master’s degree in applied psychology from the Punjab University in Lahore, Pakistan. Her clinical training took place at the Center for Clinical Psychology in Lahore. She practiced as a clinical psychologist for several years in Lahore and Islamabad. Fahim also worked in the field of development management for the United States Agency for International Development (USAID) and the Academy for Educational Development (AED) in Pakistan.

She came to the United States in 1995 for graduate education. Her personal experiences with intercultural issues and dilemmas enhanced her interest in the field of intercultural communication and influenced her doctoral work. Her dissertation research was on the development of cultural sensitivity in individuals. She participated in a three-year collaborative exploration on women’s leadership with the Women’s Leadership Collaborative West. Her current research is on conversion to Islam.

Joanne Gozawa, PhD, received her doctorate in integral studies with a focus on learning and change in human systems from CIIS in 2000. She has taught at CIIS (Organic Inquiry), at the Institute for Transpersonal Psychology, and at Presidio World College. Her experiences in transformative learning and sensitivity to cultural differences have focused her practice on evoking a field that is inclusive and nonjudgmental, a field of mutuality that gives groups of diverse participants the safety in which to question their deep assumptions. She has applied her approach to classes in transformative learning and to organizations interested in transforming conflict into collaboration. She hopes to broaden the theoretical ground of transformative learning with her work.

Constance A. Jones, PhD, is a sociologist of religion who does research on Eastern and Western intellectual history, particularly the dissemination of Hindu beliefs and practices in the U.S. She has received academic awards from the Ford Foundation and the National Institutes of Health and was a Fulbright scholar in India. At present she chairs the board of directors of the Institute for the Study of American Religions. She has published many articles on new religious movements and the teaching of J. Krishnamurti and serves on the editorial board for The Collected Works of J. Krishnamurti. She is author of The Legacy of G.I. Gurdjieff and the Encyclopedia of Hinduism, Jainism and Sikhism in the United States. She coauthored the Encyclopedia of Hinduism and the Encyclopedia of Western Esotericism (forthcoming); and is associate editor of Melton’s Encyclopedia of American Religions, eighth edition; and Religious Celebrations: An Encyclopedia of Holidays, Festivals, Solemn Observances, and Spiritual Commemorations.

Alfonso Montuori, PhD, is an educator, consultant, musician, and researcher. A graduate of the University of London, he has been Distinguished Professor in the School of Fine Arts at Miami University of Ohio, and from 1985–1986 taught at the Central South University in the People’s Republic of China.

Montuori was born in Holland, and grew up in Lebanon, Greece, and England, and came to the U.S. in 1983. In London, Montuori worked as an interpreter for Scotland Yard and as a professional musician performing on saxophone and flute, recording and performing extensively throughout England for several years, as well as starting his own indie label, Banana Records. Today, he continues his passion for music through his collaboration with his wife, jazz singer Kitty Margolis, as producer of her award-winning recordings. He is a voting member of the National Academy of Recording Arts and Sciences.
He has consulted on leadership, creativity and innovation with numerous organizations, including Procter & Gamble, Network Appliance, Training Vision (Singapore), Pacific Bell, Stentor Group (Canada), Kaiser Permanente, Interstate Insurance, Omnitel-Olivetti (Italy), ENEL (Italy), U.S. Department of Labor, University of Missouri-Kansas City, Nestle Beverage, Pilkington Barnes Hinde, 3Com, and Progressive Insurance.

His books include *Evolutionary Competence; From Power to Partnership* (coauthored with Isabella Conti); *Creators on Creating* (coedited w/Barron and Barron); and *Social Creativity*, vols. 1–2 (coedited with R. Purser). He has written articles in publications such as *Academy of Management Review, Human Relations, Journal of Management Education, Futures: The Journal of Policy, Planning, and Future Studies*, and *Journal of Humanistic Psychology*.

**Jennifer Wells, PhD**, is a scholar of transdisciplinary complexity theories, sustainability, environmental ethics, climate change, and the esoteric. She has made one documentary film and is working on ideas for other films and multimedia projects. Wells has written several articles and is working on a book regarding transdisciplinary complexity theories, a substantial resource for addressing global social and environmental change. After completing an MA in environmental management at Yale University, she completed a dual PhD at the Department of Environmental Science, Policy and Management of the University of California, Berkeley; and the Philosophy Department of the Sorbonne, Paris IV, in France.

Wells is a mystic scholar, writer, environmentalist, and activist. She has studied shamanism and sweat lodge ceremonies with the Lakota Indians, volunteered in prisons in New York City and San Francisco, helped to build greenhouses and operate an artist community and an organic farm in northwest Connecticut, and lived for several years in France. In her last job in New York City, she worked as a program director in a sustainability education organization, conducting teacher training sessions for high school and college teachers and program managers, and integrating systems concepts into high school and college textbooks and classrooms.

**Adjunct Faculty**

**Dan Crowe, BA, PhD,** did his undergraduate work at Harvard and his doctorate at CIIS. He teaches key courses in the program, most notably the Capstone Action Project. His areas of interest are what he calls “unleashing the spirit” and “the will to lead.” After his long experience on Wall Street and in the private sector, he taught extensively in graduate leadership programs and has won several awards for his teaching. Among these is the prestigious Paul E. Hoffner Award for Outstanding Faculty Service, given by the Consortium for Advancement of Adult Higher Education.

**F. David Peat, BSc, MSc, PhD,** is a theoretical physicist, director of the Pari Center for New Learning, and author of numerous best-selling books on the new science, including *Seven Lessons of Chaos* (with John Briggs); *Science, Order, and Creativity* (with David Bohm); *Infinite Potential: The Life and Times of David Bohm*; and *Blackfoot Physics: A Journey into the Native American Universe*. His interests include the social and philosophical implications of science, Jungian studies, dialogue between art and science, and dialogue circles between Western scientists and Native American elders.

**Michael A. Raffanti, EdD, JD,** has a professional background in education and social justice. A California native, he completed his bachelor of arts in history and philosophy at the University of Portland, and his juris doctor at Boston College Law School. He also holds a master’s in teaching from the Evergreen State College, where he focused on multicultural and anti-racist education. He earned his doctor of education degree from the Fielding Graduate University. He became interested in an educational career while practicing poverty law in San Francisco. His involvement in developing a law academy at an urban high school precipitated his movement from law to education. While earning his teaching license, he directed the education department of an AIDS service organization and developed HIV-prevention programs for adolescents, gay and bisexual men, and communities of color. He has taught third grade in urban settings and served in a variety of educational leadership roles. He has also taught at-risk high school students in a weekend community college program.
Robin Robertson, PhD, has spent a lifetime bridging the worlds of psychology, science, business, and the arts. He is a clinical psychologist and writer who has published fourteen books and more than one hundred articles in either psychology or his hobby field of magic. Before becoming a psychologist, he was a vice president of software development for a large insurance company, and for the past twenty years, he has been a consultant to a multiemployer pension plan. He has separate undergraduate degrees in mathematics and English literature, as well as an MA in counseling psychology and a PhD in clinical psychology.

Since 1986, he’s been a writer, editor, columnist, and editorial board member of the Jungian journal Psychological Perspectives (a beautiful journal that speaks not merely to specialists, but to everyone who loves Jung). He has also been heavily involved with the applications of chaos theory in psychology as a writer, editor, speaker, and officer of the Society for Chaos Theory in Psychology and the Life Sciences. More recently, he’s been a consulting editor and contributor for the cybernetics journal Cybernetics & Human Knowing (a journal that looks at deep issues about the nature of reality).

A lifetime amateur magician, and a member of the Order of Merlin of the International Brotherhood of Magicians who has published six magic books and many original effects, he has collaborated with the Scottish magician Peter Duffie and the well-known Italian magician Aldo Colombini.

Shoshana Simons, PhD, RDT, is chair of the Expressive Arts Therapy program at CIIS and associate professor in Transformative Inquiry. She has a rich background in integrating performance and expressive arts structures into multiple contexts of work with children and adults in educational, therapeutic, and larger systems. Simons has a particular interest in the integration of the arts into spiritual practice and socio-emotional development. She is passionate about using the performance and expressive arts as catalysts for healing and social change and is deeply involved in developing expressive arts-centered approaches to narrative therapy.

Philip Slater, AB, PhD, holds AB and doctoral degrees from Harvard University. He taught sociology at Harvard, Brandeis University, and the University of California, Santa Cruz (UCSC). Slater was professor and chairperson of the Brandeis Sociology Department in 1971, when he resigned to found—with Jacqueline Doyle and Morrie Schwartz—Greenhouse, a nonprofit growth center, where he led encounter groups and personal growth workshops. He has been a merchant seaman, actor, business consultant, cookie salesman, marriage officiant, and president of a theater. He is the author of The Pursuit of Loneliness, a classic of American sociology, and numerous other books and articles, including Wealth Addiction and A Dream Deferred. He cowrote and narrated Paradox on 72nd Street, a one-hour TV documentary aired nationally by PBS, and has acted in more than thirty plays and films. In 1982, he was chosen by Ms. magazine as one of its “male heroes.”

Slater has written twenty plays, and has taught writing and playwriting at UCSC and in private workshops since 1989. He has a weekly blog at the Huffington Post. His articles have been published in the Washington Post, Ms. Magazine, Harvard Business Review, Psychology Today, Newsday, Washington Monthly, Utne Reader, and other leading magazines and scholarly publications.

Student Profiles

Gabriel Fernandez Borsot: “In the TSD PhD program I have found a helpful environment to integrate my lifelong quest with my academic career, free from the usual academic limitations and prejudices—an environment that encourages me to pursue my longings while not forgetting rigor, so my contribution is transformative in both the personal and the social dimensions. It has also provided me the opportunity to shift my field of specialization towards psychology and transpersonal studies.”

He holds a master’s degrees in philosophy and industrial engineering, and teaches IT for non-IT specialists at the International University of Catalonia. He is also a musician and a Gestalt therapy trainee, and practices meditation regularly. He was born in Barcelona (Spain), where he currently lives. His doctoral interest focuses on transcendent motivation, at the intersection of transpersonal and social psychology.
Jeffrey Jamerson: “My studies in the Transformative Studies Department (TSD) at CIIS have exceeded my greatest expectations. CIIS in particular and TSD in general are giving me an opportunity to rigorously explore and synthesize my life passions into a novel and scholarly work that I hope creates a shift in how psychotherapy is conducted with children. It has been both an honor and privilege to attend a cutting-edge university like CIIS. I highly recommend CIIS to anyone who seeks personal and disciplinary transformation.”

Cheryl Johnson: “Freedom. Authenticity. Creativity. Community. These are the words that come to mind when I think of CIIS. After attending an open house at CIIS, I knew that it was a place where I could have the freedom to pursue graduate studies in a non-traditional way. A community development professional, I completed the MA in Transformative Leadership and I am now pursuing a PhD in Transformative Studies. I emerged from the Transformative Leadership program feeling very confident about my personal leadership style and my ability to effectively channel my passion for issues like racism and violence against women. At CIIS, students are supported in exploring and integrating the fullness of their life experience into their studies. I also have the honor and pleasure of learning with a group of phenomenally creative and passionate people, in a fiercely supportive environment. The CIIS faculty is brilliant, courageous, and committed. The online classroom environment challenges students to venture beyond the confines of the typical classroom setting. Anyone seeking a graduate program that is both cutting edge and relevant should come to CIIS. The path at CIIS is not a treadmill. It is a rich and rewarding journey. At CIIS, your voice will be heard.”

Alumni Profiles

Wendy Mason (PhD ’11): “I reached a point in my career as a psychiatric/MH nurse practitioner where I felt stagnant and rather numb. I knew I needed a change to help me grow personally and professionally but I just couldn’t seem to identify the direction I needed to go. The Transformative Studies doctoral program was exactly what I needed. The program content jostled me out of my comfort zone, inspiring me to delve deeply into my interests and experiences. The faculty, all of whom are utterly amazing, guided me through my own personal and academic transformative processes, enabling me to become a true scholar. The result was amazing for me! I am now able to integrate my entire self into ‘being’ now, whether that is in a personal, academic, or professional space. In my current position as a department chair of graduate programs at a major online university, this has been pivotal. I’ve played a role in supporting a shift in our environment from ‘But that’s how we’ve always done it’ to ‘Let’s ensure we integrate our whole selves into our work, our teaching, and our research, which will catalyze and sustain quality, authenticity, and inspiration in ourselves and our students.’ Without the knowledge, experience, and skills I gained at CIIS, I’m certain I would still be a proponent of the status quo despite the fact that’s never where my heart has been. I struggle to find words powerful enough to express my gratitude for the education I received at CIIS!”

Teddie Potter (PhD ’11): “I was drawn to CIIS because of its unique doctorate in Transformative Studies and the fact that it is online and caters to the busy life of working adults. The program's transdisciplinary philosophy, and the faculty, who are world-renowned thought leaders, expanded my thinking about the nature of knowledge and effective ways to solve complex societal problems. These qualities prepared me for my current role as clinical associate professor and specialty coordinator of the doctorate in Nursing Practice in Health Innovation and Leadership in the School of Nursing at the University of Minnesota. My scholarship, applying the work of Riane Eisler to the field of nursing, continues to unfold both locally and internationally. I am grateful CIIS offers a place for emerging thought leaders and people committed to transformation to pursue a meaningful doctorate.”
Nika Quirk (PhD ’12): “I believe that there is no other academic setting where I would find this kind of support and a wealth of resources for the transformative, transdisciplinary project I’m doing. The coursework is rigorous and challenges me to fully awaken as an independent yet interconnected learner, and as a naturally curious researcher. In this rare environment, the articulation of my own unique knowledge contribution is emerging.”

As a playful, effective group facilitator, teacher, and improvisational leader, she is a catalyst for insightful change and development. Her doctoral work bridges organizational experience and the performing arts, and follows her curiosity about the role of imagination and improvisational skills in developing leaders and alliances. She is a Certified InterPlay® Leader and has been playing, teaching, and performing in this global improvisational community since 1992. She led an expressive arts session at the United Nations Fourth World Conference on Women in Beijing in 1995; at the 2006 Applied Improvisation Network conference; and at Performing the World 4 in 2007. In spring 2009, she joined CIIS as adjunct faculty to pilot a course on leading through expressive arts. She was also elected president of the National Board of Body Wisdom, the nonprofit home of InterPlay.

Aparna Ramaswamy (PhD ’12): “Coming from a traditional classroom setting I was incredibly engaged by the online platform that was a thriving 24/7 learning environment. I schooled amongst creative minds from all over the world—it afforded me a cultural exposure that would not be as accessible in a physical classroom. The transdisciplinary approach of the program shaped my PhD and life’s work as a psychotherapist. I work as a creative therapist and healer following a healing tradition that integrates Western psychotherapy with Eastern creative arts. This integrative healing approach embodies a transformative and transdisciplinary model in transcending disciplinary boundaries among Indian dance, yoga, transpersonal psychology, and indigenous healing practices.”

Admission to the Program

Applicants to the Transformative Studies doctoral program must submit an autobiographical statement and two letters of recommendation, with at least one from an academic advisor or someone familiar with the applicant’s ability to do advanced academic work. Applicants are also asked to provide a recent example of scholarly writing, a résumé of relevant experiences, and, of particular importance, a one- to three-page statement of how the resources of this curriculum (the faculty and course offerings) will be used to advance a chosen inquiry.

This program accepts students only for fall admission.

The successful applicant will have demonstrated skills and competencies in his or her field of work, which might be in such areas as education, health care, the arts, social activism, psychology, organizational development, or corporate management. Applicants should have a demonstrated capacity to learn and to work both independently and collaboratively. All students must have consistent access to a computer with the capacity to navigate the Internet and the web, and the ability to use the online medium for ongoing dialogue.

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

BACHELOR OF ARTS COMPLETION (BAC) PROGRAM

- 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.

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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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www.ciis.edu

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