

Subtle Energy Systems

John F. Kennedy University

Course: ITH5210

Meetings: 11 consecutive weeks: October 4th – December 18th

Department: Integral Studies

Instructor: Simon A. Senzon, M.A., D.C.

Description of Course Content:

Subtle Energy Systems introduces the latest application of Integral Theory to the field of subtle energies. The course also explores the current scientific and theoretical literature into subtle energy. A significant focus of the course will be analyzing the many writings on subtle energies through the lens of Integral Theory. This very advanced application of Integral Theory will be used to make sense of the complicated field of subtle energies. An emphasis will be placed on applying Ken Wilber's *Excerpt G: Towards a Comprehensive Theory of Subtle Energies* to the literature. Students also have opportunities to explore subtle energy practices and interior awareness.

Excerpt G rests on the theory that matter is the outermost rung of every level, body, mind, soul, and spirit, and that there is an increasing subtleness to the energies corresponding to an increasing complexity of matter in the Upper Right quadrant. This course will build upon these two components of the theory. To do this effectively, a focus will be placed on a narrow band of energies; those within and closest to the body, as they are the most scientifically researched levels of energy. By emphasizing this aspect of the subtle energy spectrum we can show that there is indeed an increasing complexity of subtle energies corresponding to an increasing complexity of matter. This emphasis will provide validity to one of Wilber's central hypotheses of Excerpt G. This will provide us with the foundation with which to explore the more advanced aspects of the theory. With such grounding in theory and data, we can then look at some of the implications of the theory, namely, the less researched bands of the proposed spectrum and their possibly related phenomenon such as distant healing and reincarnation.

The course is divided into 11 lessons or units. Each lesson will be released (or made accessible) on Monday of each week. Most lessons will consist of an Integral Theory component and a subtle energies component as well as practices. The first lesson is an overview of the application of Integral Theory to Subtle Energies. This lesson will also examine two models of subtle energies across the entire spectrum from gross to causal and some of their implications. Lesson two explores a four-quadrant approach to the subtle energies and also begins to explore more detailed research and models into the discipline of subtle energies. Lessons three through eleven present dozens of applications, models, and empirical research into the subtle energies. Each week will be coupled with overviews, audio discussions, and selected readings applying the integral approach to the field.

There will be three conference calls scheduled throughout the course (dates will be announced). The calls are designed to assist us to go deeper into the material in a synchronous format. Calls will be recorded and posted for students who were not able to join.

Estimated Time Frame: It is expected that it will require, on average, between 6 and 7 class days to complete each lesson/session. The lessons will be sequentially released; Assignments and practices for a lesson will not be accepted until after the deadline for the previous lesson has passed (release dates and due dates are listed in later sections). Also, threaded discussions will be monitored for each lesson only, between the deadline for the preceding lesson and the deadline for the current lesson (i.e., discussions within each lesson will not be monitored simultaneously).

Learning Objectives

- 1) To provide students with an in-depth introduction to an integral approach to the subtle energies specifically on the interpretations developed by Ken Wilber.
- 2) To provide students with a thorough understanding of the core subtle energy theories in the literature.
- 3) To provide students with opportunities to apply their understanding of Integral Theory to several types of literature from trade-press publications to peer-reviewed journal articles.
- 4) To provide students with the opportunity to practice cultivating their own awareness of subtle energies in relation to their body, their feelings, their physical interactions with others, and also in their ability to communicate with others about these types of awareness.

Learning Activities

1st Person Experiential (weekly practices) 30%

2nd Person Participation (weekly responses) 30%

3rd Person Analysis (threaded discussion & final paper w/annotated bibliography) 40%

Weekly units include: reading approximately 60 pages of material, engaging in a related practice/activity (meditation, guided imagery, bodily exercises, etc.), listening to audio content, and responding to a weekly discussion question and other postings. All readings, audio dialogues, lectures, and practices must be completed prior to posting.

Online learning requires discipline and is self-directed. You are responsible for your own work, progress, and grade. You need to log in regularly and check announcements, participate, and access content.

Components of Evaluation % of Grade

Class Participation/on-line Discussion: 40%

Weekly Practices: 30%

Final Paper: 30%

A: Assignments are thoughtful, engaged, and demonstrate depth of exploration and critical reflection. Writing quality, content, and craft are consistent. Course grade: 500-450 points

B: Assignments are generally thoughtful, provide some illustration of principles covered, yet stray from the assignment at times. Writing quality, content, and craft are inconsistent. Course grade: 450-400 points

C/F: Assignments are late, lack connection to the principles covered, tangential, too short, and seem forced. Writing quality, content, and/or craft is consistently lacking. Course grade: 400 points and below.

Assignment Details

Weekly Practices:

As noted above, there is a Practice or exercise for most lessons. The nature of these will vary depending upon the content and focus of the lesson, but each will require that you perform some activity or task and then provide a short write up (which will be shared with the class), highlighting how the Practice relates to the lesson and what you have learned. Also, as noted, these will form part of the basis and foundation for our threaded discussions. Full descriptions of all Assignments/Practices are contained in the respective Assignment section within each unit site.

Lessons 1-10 have practices. Practices for lessons are worth 10 points each for a total of 100 points. All assignments are to be posted within the designated discussion area.

DUE: Practices may be submitted at any time during the lesson, up until Wednesday of the week the assignment occurs within. The Practices/Assignments are due no later than 11:59 p.m. PST on the due date.

Please note that no assignment will be accepted after the deadline, except in cases of extreme or dire circumstances.

Grades:

A: Assignments are thoughtful, illustrative of the model, demonstrate exploration and critical reflection, and engaged.

B: Assignments are generally thoughtful; provide some illustration of principles of the model but stray from the assignment, and reflective at times.

C/F: Assignments are late, lack connection to the model, tangential, too short, and seem forced.

Class Participation

An essential component of education, especially at the graduate level, is interaction and exchange of ideas and insights. Opportunities for you to interact with your peers and the professor have been built into the course. The threaded discussions will revolve around both the practice for the lesson and some additional posted questions. You may post your questions, observations, responses, etc. in this function at any point during the lesson. The professor will monitor the discussions and periodically will offer responses and observations, in addition to those from your peers. It is expected that everyone will participate in the threaded discussions for each lesson.

Given the essential nature of discussion in the educational process, you are expected to participate in the unit's discussion on a regular basis. 200 points are allocated for participation. Participation refers to the contributions made in responding/reacting to the posted practices/assignments and also to the comments, etc. of your peers. You will be evaluated based on the consistency and quality of your participation across all lessons.

The discussion component is provided to serve two primary functions:

- 1) It will give you a mechanism and forum through which to interact with your classmates. As you all are well aware, one of the most important elements in the educational process is learning from our peers (i.e., collaborative learning). Also, we can think of the discussion forum as a way of creating our own little Integral Learning Community and as one connection to the broader and deeper community that is out there.
- 2) It will provide a line of communication between the class and the instructor.

Due: Each week post at least 3 responses to the weekly assignments of fellow students by Wednesday night (11:59 pm PST) and at least 3 responses within the overall threaded discussion (i.e., to other students comments) by Friday night (11:59 pm PST).

Grades:

A: Entries are prompt, timely, relevant, self-initiated; remarks are posted freely on all assignments throughout the course; there is no attempt to dominate the conversation.

B: Student generally keeps up with the discussion; needs an occasional prompting to contribute; and exclusively participate in some discussions more than others in.

C/F: Participation is spotty; clearly picks and chooses select topics to get involved in; offers short, perfunctory postings when prompted; takes little initiative.

Self-Evaluation (~7 pages)

A twenty-question self-evaluation, based on the five elements of the Integral model, will be used near the end of the course.

Due: the second to last week of the course

Grades:

A: thoughtful reflection is demonstrated.

B: thoughtful reflection is minimal or a few sections are left blank

C/F: thoughtful reflection is absent and/or more than three sections are left blank

Mid-term Paper (4-6 pages)

The mid-term paper is a preliminary discussion of your final topic. It should be written clearly with an introduction, body, and conclusion. It should also contain references.

Due: On November 10th by 11:59 pm PST.

Final Paper (10-15 pages)

The final paper is to be an exploration or application of the Integral model to any topic from the field of subtle energies. The final paper must utilize some aspect of Excerpt G.

Page length does not include cover page or bibliography, be sure to number pages, use normal margins with 1.5 spaces between lines and Times font @ 12. Use APA for the entire paper. Include a bibliography with at least four sources. Paper must be in Microsoft Word. Note: most modern word processing programs allow you to save as a word document.

For Grading Criteria for papers see:

“The Hermeneutics of Grading,” by Sean Esbjorn-Hargens.

Late papers will be penalized a 1/2 grade (e.g., an A paper will become an A-). If a paper is more than 3 days late your paper will be penalized an entire grade. A paper will not be accepted later than 3 days after the due date. There are absolutely NO EXCEPTIONS to these rules. So plan ahead.

Due: On last day of the course by 11:59 pm PST a 10-15 page (of text) academic paper in APA with at least 4 sources.

Deadlines

Odd things happen online and in cyberspace: emails get lost, servers disconnect, the power goes out, logins fail etc. **DO NOT** wait until the last minute to submit your work or make postings. Allow time to meet the deadlines outlined in this syllabus. Reply and check for replies on every email sent and received. You are responsible for getting your work in on time.

Submit all work via the Drop Box or Email. Please confirm emails were received.

Attendance

Your participation in the weekly activities such as assignments and threaded discussion is absolutely crucial. More than one week of absence will lower your overall grade by half a grade. Additional absence can result in an administrative withdrawal and affect your tuition reimbursement.

Netiquette

All members of the course are expected to follow rules of common courtesy in all email messages, threaded discussion, and chats. If any communication is deemed inappropriate or offensive, it will be forwarded to the Dean of the school and appropriate action will be taken, not excluding expulsion from the course.

Contact Information

Please feel free to contact me!

In general I will be online every day Monday through Saturday and will post comments throughout the week.

If you need to speak to me directly, please call me or email me to set up an appointment:

Email: ssenzon@jfk.edu

Phone:

Cell: 828-280-0636 (messages may take a day or two to get to me.)

Office: 828-251-0815 (T, W, & Th) - (if you need to reach me more urgently)

Email Policies and Procedures

When sending email to myself or other members in the course please include your full name.

In your subject heading please write, “SES: your topic.”
(SES = Subtle Energy Systems).

I will check my email Monday through Friday, unless I announce otherwise for some short period. I will respond to course related questions within 24-48 hours.

Academic Dishonesty

Academic dishonesty such as plagiarism, falsification, and multiple submissions will not be tolerated!

Integral Awareness Practice

There are a variety of ways you as a student can exercise and cultivate your own Integral awareness, every moment in and out of class can be used to deepen your own embodiment: Embodied Reading, Presence, Reflective Dialogue, Inquiry, etc.

See the “Integral Awareness Practice” Sheet for descriptions of these practices.

Required Texts

Audio dialogues and video excerpts will be posted on eCollege.

PDF’s of all articles and book excerpts will be posted on eCollege.

In addition to the articles and excerpts, the following two books are required:

Oschman, J. (2003). *Energy Medicine in Therapeutics and Human Performance*. Philadelphia, PA. Butterworth Heinemann.

Schwartz, G. (2007). *The Energy Healing Experiments: Science Reveals Our Natural Power to Heal*. Atria Books.

YOU ARE EXPECTED TO DO ALL THE READING

Recommended Texts

Combs, A. (2002). *The Radiance of Being*. 2nd Ed. Paragon House.

Wilber, K. (2000). *Sex, Ecology, Spirituality*. 2nd Revised Ed. Boston, MA: Shambhala

Wilber, K. (2003). *Kosmic Consciousness*. Boulder, CO: Sounds True. (Audio Course)

Wilber K. (2006). Integral Spirituality.

Pedagogical Intent

In an effort to invite our full participation in the learning process our class-space will honor Body (e.g., through grounding each weeks topic in a body-inclusive phenomenological inquiry practice), Mind (e.g., through discussions in service of thought transformation, reading and writing exercises, and critical reflection), and Spirit (e.g., by engaging meditations, performing rituals, and fostering equanimity during the vicissitudes of life). In addition the subjective (e.g., our phenomenological realities), the intersubjective (e.g., our various worldspaces and shared understandings), and the objective (e.g., behaviors and exterior realities) dimensions of the Kosmos are valued and seen as irreducible.

Course Schedule and Reading List

The following schedule will help you stay on top of course requirements. An important part of this course involves your regular participation. Be sure to do your weekly assignment and respond to the discussion within the timeframe outlined above per unit. Keep in mind that the later you post (even if before the deadline) the less time your fellow students will have to read and respond to your work.

Note each unit begins on Monday morning and continues till Sunday evening.

Course Schedule, Reading & Assignment List

Week One: Subtle Energies

October 6st – October 12th

Objectives:

- 1) Review the Integral Approach to Subtle Energies
- 2) Explore the distinction between subtle energy and gross energy
- 3) Explore subtle energies in regards to reincarnation
- 4) Start to apply Integral Theory to the literature

Readings:

Review:

Wilber, K. Excerpt G: Towards a Comprehensive Theory of Subtle Energies

Explore: *The Journal of Science and Healing.*

July 2005 (Vol. 1, Issue 4, Pages 252-270)

Required:

Liboff, A. Toward an Electromagnetic Paradigm for Biology and Medicine

The Journal of Alternative and Complementary Medicine. Volume 10, Number 1, 2004. pp. 41-47.

Schwartz, G. Consciousness and Other Biofield Effects: A Possible Mechanism for Prayer and Spiritual Healing Effects

For: *Proceedings, Science of Whole Person Healing Conference, March 28-30, 2003 (7/2/03).*

Audio:

Ken Wilber and Simon Senzon, May 2005, part 1

Recommended/Review:

Wade, J. *Two Voices from the Womb: Evidence for a Physically Transcendent and a Cellular Source of Fetal Consciousness*

Integral Naked Video:

Ken Stops His Brain Waves (~10:00)

Kosmic Consciousness

Disc 6/Track 6 – Ken Wilber and Tami Simon discuss Excerpt G

Assignment:

Choose one of the following two questions and post your response to the Week One discussion thread (please note in the subject line of your posted response either

‘assignment A’ or ‘assignment B’ if you are responding to question A or B respectively)

- A. Discuss Liboff’s concept of the Electromagnetic Paradigm in response to Excerpt G. How does complexification of matter and subtilization of energy apply? Which level of energy do you think Liboff is describing? Can Liboff’s theory be used to prove, at least in part, Wilber’s theory? Cite examples from the reading and/or audio to support your position.
- B. Describe Wilber’s application of the Comprehensive Theory of Subtle Energies to reincarnation. What relationship does Wilber’s hypothesis have to Schwartz’s C.O.C.? What do these two theories have in common? What are some significant differences?

Practice: FIT

Watch the DVD from the Integral Life Practice Starter Kit. Do the three body workout.

Week Two: Four Quadrants, Subtle Energies, and Healing

October 13th – October 19th

Objectives:

- 1) Learn to view subtle energies through the four-quadrants
- 2) Discuss the biofield and how it applies to healing
- 3) Explore the possible relationships between levels of subtle energy

Required:

Senzon, S. *Subtle Energies Viewed From Four Quadrants*

AQAL: Journal of Integral Theory and Practice. (Winter 2008 -In Press).

Schwartz, G. *The Energy Healing Experiments: Science Reveals Our Natural Power to Heal*. Atria Books: New York. (2007)

p. 1-34

Rubik, B. *The Biofield Hypothesis: Its Biophysical Basis and Role in Medicine*.

The Journal of Alternative and Complementary Medicine. Volume 8, Number 6, 2002. p. 703-717.

Audio:

Ken Wilber and Simon Senzon, May, 2007, Part 2

Recommended:

Hintz KJ, Yount GL, Kadar I et al *Bioenergy definitions and research guidelines*.

Alternative Therapies in Health and Medicine 2003; 9 (3):A13-A30

Assignment:

Choose one of the following two questions and post your response to Week 2 discussion thread (please note in the subject line of your posted response either 'assignment A' or assignment B' if you are responding to question A or B respectively)

A. Discuss the some of the energy healing experiments that Schwartz describes in all four-quadrants. Cite examples from the reading to support your position.

B. What implications does the Biofield Hypothesis hold for an Integral approach to subtle energies? In what ways is Rubik's hypothesis congruent with Integral Theory? How can the Biofield Hypothesis be more integrally informed? Cite examples from the reading/audio to support your position.

Practice:

Feel into your biofield. See if you can distinguish by just closing your eyes, breathing, and noticing your body, its rhythms, your breath, the difference between your biofield (etheric) and your emotional (astral) field. Use the diagram below to visualize these two fields and try to make a distinction. Extend your hands out from your body and slowly bring them towards your chest or abdomen. Notice the sensations at 3 inches out from your body and then at 1 inch out. Did your state change? Did you notice a palpable feeling in your hands or anywhere? Try this exercise again after a meditation/contemplation sitting, and then a third time after a rigorous workout. Do you notice anything different?

Week Three: The Spectrum of Matter/Energy and States

October 20th – October 26th

Required:

Schwartz, G. *The Energy Healing Experiments: Science Reveals Our Natural Power to Heal*. Atria Books: New York. (2007)
p. 35-92

Rein, G. *Bioinformation Within the Biofield: Beyond Bioelectromagnetics*.
The Journal of Alternative and Complementary Medicine. Volume 10, Number 1,
2004. pp. 59-68.

Wilber, K. *Sex, Ecology, and Spirituality: The Spirit of Evolution*.
Excerpt: States and Their Referents, p.

Audio:

Ken Wilber and Simon Senzon, May 2007, Part 3 ~45minutes

Recommended/Review:

Dossey, L. *Samueli Conference on Definitions and Standards in Healing Research: Working Definitions and Terms*.
Alternative Therapies, 2003. Vol 9. No. 3 A10-A12.

Sheldrake, R. Prayer: A Challenge for Science
Noetic Sciences Review, Vol. 30, Summer 1994 page 4-9

Integral Naked Interview:

Ken Wilber and Larry Dossey

Your Nonlocal Mind. Part 2. There's Been a Profound Change in the Last Five Years.
25minutes

Your Nonlocal Mind. Part 1. Distant Healing. 32 minutes

Assignment:

A. Please discuss Rein's many levels of the biofield in terms of the Spectrum of matter/energy described by Wilber in Excerpt G and on this week's audio dialogue. Feel free to start applying other methods from Integral Theory to looking at Rein's paper, such as his intertwining of information, consciousness, and energy and how his approach fits or does not fit with AQAL.

B. Based on your knowledge so far of subtle energies in both theory and data, how can you explain in your own words some of the phenomenon described in Schwartz's book? How does Schwartz's model so far fit with AQAL and some of the hypotheses from Excerpt G.

Practice:

This week's focused meditation is on the emotional field. Rather than just distinguishing it from the biofield like last week, this week try to use it. Focus on a strong emotion and put your attention on the narrow band around your body between three to five inches. Do you notice buildup of energy? A call to action? Decide what would be the best way to use this energy in your life. Take an action powered by this new sense of your emotional field.

Week Four: Light, Intention, Zone 2, and Energies colliding
October 27nd – November 2nd

Objectives:

- 1) Photons of light and the aura
- 2) Applying Zone 2 methods to the discipline of subtle energies
- 3) Fingerprint in the LR
- 4) Intention and Mind in healing

Required Reading:

Schwartz, G. *The Energy Healing Experiments: Science Reveals Our Natural Power to Heal*. Atria Books: New York. (2007)

p. 93-149

Schwartz, G, Schloss, E. *World Hypotheses and the Evolution of Integrative Medicine: Combining Categorical Diagnoses and Cause-Effect Interventions with Whole Systems Research and Nonvisualizable (Seemingly “Impossible”) Healing* Explore: The Journal of Science and Healing. Volume 2, No. 6, 2006.

Required Audio:

Ken Wilber and Simon Senzon, July 2007, Part 1.

Recommended:

Schlitz, M., Radin, D., et al. *Distant Healing Intention: Definitions and Evolving Guidelines for Laboratory Studies*.

Standish, L., Kozak, L., Johnson, C., Richards, T. *Electroencephalographic Evidence of Correlated Event-Related Signals Between the Brains of Spatially and Sensory Isolated Human Subjects*

The Journal of Alternative and Complementary Medicine
Volume 10, Number 2, 2004, pp. 307–314.

Wilber, K. *Integral Spirituality*. Chapter 2. Integral Books: Boston. (2006)

Assignment

- A. When considering healing at a distance and biophotons as described in Schwartz’s book, how can we account for the relationship between the gross and the subtle levels of energy as described in Excerpt G. Using Wilber’s spectrum of subtle energy, which levels would you suggest might be involved in this type of subtle energy exchange. Your answer can draw from previous readings.
- B. Describe the World Hypotheses from Wilber’s model of Altitudes. Would an explicit Zone 2 approach enhance or diminish Schwartz and Schloss’s paper. .

Practice:

Look within and determine which level of your T-field is more dominant in your average waking state, T-1 (lower mental thoughts, stories, rules), T-2 (higher thoughts, big pictures, synthetic and systems). If you hold grudges, get caught in loops in your daily thinking, then T-1 may be dominant. If you constantly look to a bigger picture and don’t dwell on daily frustrations as much, T-2 may be dominant. Now, focus your awareness of the field that is more dominant, more energy abundant. Literally place your attention around your body (from 6 inches to ~1 foot for the T-1 field, and from about 1 foot to 2.5 feet for the T-2 field). Imagine the energy from that dominant field being drawn into your body, your L-1 field. Imagine a circular flow of that Thought energy and biofield energy exchanging, the T feeding the L. Do this for five minutes and then journal your experience from the energy/state induced.

Week Five: States, Stages, Bodies and Beyond

November 3rd – November 9th

Required:

The Energy Healing Experiments: Science Reveals Our Natural Power to Heal.

By Gary Schwartz

p. 150-200

Curtis, B., Hurtak, J. Consciousness and Quantum Information Processing:

Uncovering the Foundation for a Medicine of Light.

The Journal of Alternative and Complementary Medicine. Volume 10, Number 1, 2004. pp. 27-39.

Eye to Eye

By Ken Wilber

From Chapter 5...Physics and Mysticism p.

Audio:

Ken Wilber and Simon Senzon, November 2005, Part 1

Sheaths, charkas, Define Subtle,

Recommended/Review:

Kosmic Consciousness:

Ken Wilber and Tami Simon discuss Chakras and Stages (11:55)

Hankey, A. *Are We Close to a theory of Energy Medicine?* The Journal of Alternative and Complementary Medicine. Volume 10, Number 1, 2004. pp. 83-86.

Assignment:

- A. Compare Curtis and Hurtak's use of Vedanta stages to Wilber's use of these from Excerpt G. How are these uses similar or different. Do Hurtak and Curtis represent levels that are consistent with the Integral Theory of Subtle Energies? Why or why not. Alternate focus: You can use Wilber's discussion of Quantum Realities from Excerpt G in your answer as well instead of the focus on levels.
- B. Choose one topic from this week's reading of Schwartz either his ladder or his use of God and Consciousness. Apply the Integral Framework to interpret Schwartz's ideas.

Practice:

- A. Place your attention at the very edge of your T-2 field, what Epstein refers to as the 2nd House, the House of Soul (if you extend your arms this would

approximate the length of your hands). Dwell with your attention in that range for a moment. You do not need to keep your arms extended. If this helps you to focus then do so. Use your breath to assist your focus as well. Notice any state changes but keep your attention on that band of energy. After you feel that you have energetically connected with this aspect of your subtle body, gradually bring it down that level of your T-field that was not dominant. Imagine the energy from your soul-field feeding the energy of your Thought-field. Imagine it pouring in like a waterfall. Be with that for two minutes or more. Journal your experience from that energy/state.

Week Six: AQAL Perspectives on the texts
November 10th – November 16th

Required:

The Energy Healing Experiments: Science Reveals Our Natural Power to Heal.

By Gary Schwartz

p. 201-222

Energy Medicine In Therapeutics and Human Performance.

By James Oschman

Foreword and Introduction, p. vii-xxxiv.

Chapter 1 & 2, p. 1-23.

Audio:

Ken Wilber and Simon Senzon

November, 2005, part 2

Assignment

- A. Reflect on Schwartz's book from an AQAL framework.
- B. Comment on Oschman's Introductory pages based on *ballpark Altitudes* that you think the book will convey.
- C. Extra Credit: Use two of the theories that we have learned thus far and add them to Oschman's History of Energy Medicine. Relate your response to the AQAL map.

Practice:

Hold your attention out past your outstretched arms on your C-field. Keep it there. What do you notice? Thou art that. Hold your attention on this part of your body for 10 minutes. Journal from your energy/state.

Week Seven: Living Matrix and Flow States
November 17th – November 23rd

Required:

Energy Medicine In Therapeutics and Human Performance.
By James Oschman
p.23-83.

Wilber SES 1page

Audio:

Wilber and Senzon, November 2005, Part III.

Recommended:

Wilber and Murphy

Cho,Z. et al. New Findings of the Correlation between Acupoints and Corresponding Brain Cortices Using Functional MRI.
Proceedings of the national Academy of Sciences of the United States of America, vol. 95, No. 5 (Mar 3, 1998), 2670-2673.

Retraction:

[Proc Natl Acad Sci U S A](http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1502495). 2006 Jul 5;103(27):10527. Epub 2006 Jun 21.
<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1502495>

Assignment:

- A. Write about Wilber's comment on Wilber and Senzon, November 2005, Part 2, where he says, I paraphrase, "You Don't need subtle and causal just need complex gross and we can prove the theory." Use Oschman's introduction to the living matrix and draw on any of the readings thus far. Show your understanding of at least two theories.
- B. Examine Oschman's chapter on Sensation and Movement at the edge using the AQAL framework.

Practice:

Recreate the practice from last week. This time after dwelling in the feeling state of your C-field for several minutes, imagine the energy of that field feeding your L-field. Literally imagine the C-field flowing into the L-field. Do this for several minutes. Try this in combination with the FIT three body workout from week one.

Week Eight: Weak and Strong Subtle Energies
November 24th – November 30th

Required:

Energy Medicine In Therapeutics and Human Performance.

By James Oschman

p. 84-160.

Audio: Ken Wilber and Simon Senzon

February 2006, 1

Weak and strong versions, conventional aqal, complexity proof

Assignment: Discuss Oschman's Properties of the Living matrix and its application to acupuncture in relation to Wilber's comments about Weak and Strong versions of subtle energy. Draw your conclusions from the discussion in Excerpt G in regards to the astral field and its role in acupoints and meridians. Can the living matrix be used as proof for solution # 3, "increasing complexity of gross form is correlated with increasingly subtlety of energies?"

Practice:

Do an experiment you're your fields. Which of your bodies do you feel is the least easy to access? Which one the easiest? Access the easiest and draw it into the last easiest. Do this for five minutes. What do you notice in your states and bodies? Journal it from the energy/state.

Week Nine: Holism, Systems, Continuums and Coherence

December 1st – December 7th

Required:

Energy Medicine In Therapeutics and Human Performance.

By James Oschman

p. 164-222.

Audio:

Ken and Simon, February 2006, 2

Sensitives, w/ Brad Reynolds, sages, distant healing, levels

Recommended/Review:

Wilber, SES: 20 tenets

Hameroff, S. Ch'I: A Neural Hologram? Microtubules, Bioholography, and Acupuncture. American Journal of Chinese Medicine. Vol 2, No. 2, p 163-170, 1974.

Assignment:

Discuss Oschman's use of holism and systems from an AQAL Framework. You might draw from Wilber's discussion of the use of quantum mechanics from Excerpt G. You may also include aspects of the 20 tenets from SES in regard to four primary forces of the holon and emergence.

Week Ten: Review and Closing

December 8th – December 14th

Required:

Energy Medicine In Therapeutics and Human Performance.

By James Oschman

p. 225-294.

Audio:

Ken and Alex Grey

States, Stages, Bodies

Lecture 8

Assignment:

Draw from some of the theories at the beginning of the quarter such as Rubik's idea of the biofield as a complex dynamic standing wave, or Liboff's EMF paradigm, or Curtis and Hurtak's complex multi-body description, or Schwartz's energy universe, and address how at least one of these theories relates to

Practice:

Return to the practice centered on the line which you found most challenging to engage this semester. Do the practice a second time. What was it like?

Week Eleven: Review and Closing

December 15th – December 20th

Required:

Energy Medicine In Therapeutics and Human Performance.

By James Oschman

p. 296-334.

Sidebar G: States and Stages

Part I. The Relation of States of Consciousness and Stages of Consciousness: No Model is Complete without Both.

By Ken Wilber

p. 1-16.

Audio:

Ken and Marco, Forrest

Reincarnation...

Lecture 8

Assignment:

What, in a nutshell, are the cornerstones of H. Gardner's "reframe" of multiple intelligences, and how does his current view diverge from and/or parallel K. Wilber's theory of streams of development? What are the merits and advantages of each theory, in your view? Be sure to discuss the guiding motivation(s) driving both Gardner's and Wilber's theoretical formulations/orienting generalizations. Use the text(s) to support your position(s).

Practice:

Return to the practice centered on the line which you found most challenging to engage this semester. Do the practice a second time. What was it like?

Guide for Online Learning

The terms and agreements of the course are as follows:

Each week will begin (and close) on Mondays at 12am.

Threaded discussion: Be sure to complete your posts for the week prior to Monday at 12am. While technically one could continue to post threaded discussion after that time, students should refrain from doing so.

Willow will engage in threaded discussion at least three times during the week. If you have specific questions for the instructor, be sure to post them early on in the week. Be aware that directed questions posted after that time may not be answered.

Distance learning is self-directed learning. It requires a high level of responsibility, dedication, and self-discipline on the part of the student. The instructor is here to help you with the course content, but not technical difficulties. The eCollege and JFKU Helpdesk will assist with any technology-related questions; ask them immediately and directly for all such assistance.

The following guidelines will help you succeed:

1 Attendance: Attend all on-line class discussions and provide feedback to your classmates. Plan to log on at least twice a week (see grading policies, on-line discussion section).

2 Late work: Each week's work must be completed by the end of that week. Late papers and exams will receive a reduction in grade by a half-grade for each day late. No credit will be given for work turned in more than two days late, unless you have contacted the professor beforehand and explained an emergency circumstance. Late papers and postings will not merit instructor feedback, though they will be graded as stated above.

3 Absence: If you disappear from class (threaded discussions, assignments and other means of interacting) for more than a week, you risk being withdrawn from the course. If you need to discuss course concerns, or are having difficulties that interfere with your class participation, contact your instructor immediately.

4 Safeguards: Back up every piece of work that you do on your computer. I strongly urge you to write your work with your word processing software and then copy it onto the threaded discussion. It is not unusual for posts to get lost while you are uploading them. If you have written your work elsewhere, it will not be a problem to simply re-post it. However, if you are writing directly onto the threaded discussion and your post gets lost, corrupted, or defiled, it will be lost.

5 Deadlines: Odd things happen in cyberspace: e-mails get lost; servers disconnect temporarily; logins are impossible. Don't wait for the last moment to get things done. Allow time to meet your deadlines.

6 Protocol: Practice the arts of deep listening and skillful articulation in all communications. Create and apply a culture of dignity and an atmosphere of respect in the online classroom environment.

7 Disabilities: If you have a documented learning or other disability, please let your instructor know during the first week of class.

8 Syllabus: This syllabus is subject to change. Changes will be posted in the "Announcements" section on the Course Home Page.