

California Institute of Integral Studies

EWP6362. HOLISTIC AWARENESS: An Embodied Inquiry

Spring 2015 (3 units)

Jan 22 (11:45-2:45); Jan 31-Feb 1, Feb 14-15 & Feb 28-Mar 1 (10am-5:00pm)

Instructors: Marina T. Romero & Samuel A. Malkemus

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Course Description:

This course explores different manifestations of embodied wisdom—somatic, sexual, emotional, mental, and spiritual— that inform human awareness. It explores how a cultivation of these different wisdoms can lead to a more coherent awareness of the holistic reality of human nature in particular and of life on earth in general. This awareness is itself holistic and provides a perspective upon the whole as well as a unique perspective from each unique form of embodied wisdom. In doing so, it involves a radical critique of the dominant mind-centered paradigm in education, psychology, and society by inviting other forms of embodied wisdom to be equal partners in the unfolding of our daily lives.

Stepping out of a merely mental awareness and into the deeper rhythms of embodied life, we embark on a journey of holistic awareness, wherein body, vital, heart, mind, and spirit can flow together in mutually enhancing and creative relationships. It is proposed that this holistic perspective, by aligning itself with the holistic reality of earth's ecological systems, can help us to live in accord with the living breath of mother earth. Based upon "interactive embodied meditations," which involve structured and respectful physical contact among participants, this course consists of an informational gathering and three intensive weekend retreats.

IMPORTANT! Please read it mindfully:

1. This work involves self-regulated and respectful physical contact, as well as interaction with the other classmates at different levels (somatic, emotional, mental, etc.). Any kind of physical contact or interpersonal interaction can potentially mobilize and bring up raw memories and experiences. Please, note that we are in an academic setting, *not* a therapeutic one. In this class you have to be able to breathe and integrate your own experience and still follow the academic process. Please, if you have any doubts in this regard contact the instructors before signing up for the class.
2. Attending the informational gathering is mandatory.

Summary of Educational Purpose:

The main purpose of this course is to introduce participants to distinct kinds of embodied awareness and their transformational power vs. a mental awareness that contemplates different ways of knowing from a purely cognitive and conceptual perspective. A second objective is to provide a safe space where a deep experiential inquiry can take place.

Learning Outcomes:

After completing the course, students will be able to:

1. Break out of a purely mental awareness and experience the potential of the whole of our embodied self participation in life in general and education in particular.
2. Identify distinct qualities of awareness within one's embodied self, as well as realize the importance of such diversity in one's interaction with others.
3. Realize the transformational power of a psychology grounded in the holistic nature of embodiment.
4. Realize the importance of involving the whole of our embodied self to tune into and learn about life's mystery and earth's ecology and cycles.
5. Appreciate the importance of individuation and diversity as well as of re-union and community.
6. Realize the power of physical touch to access and grow the richness of our many dimensions of experience and awareness.
7. Recognize the value of incorporating each and every form of awareness and personal experience into academic inquiry.

Statement of Diversity:

In keeping with the integral standards of CIIS this course is committed to honoring classroom diversity. It welcomes both "inner" and "outer" diversity. Through inner diversity we welcome different centers of experience and awareness (body, heart, vital, mind, etc.) to be a part of the inquiry. Through outer diversity we invite the different backgrounds (cultural, social, sexual, religious, etc.) of each student to participate.

Learning Activities:

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|----------------------------------|-----|
| 1. Cognitive/Didactic (lecture): | 25% |
| 2. Practical/Applied (dialogue): | 25% |
| 3. Experiential: | 50% |

Criteria for Evaluation:

- | | |
|--------------------------------------|-----|
| 1. Class presence and participation: | 60% |
| 2. Final paper: | 40% |

Prerequisites:

Openness to experiential ways of knowing and interaction with others (somatic, vital, emotional, visionary, etc.)

Grading Options:

Pass / Fail.

Level of Instruction:

MA and Ph.D.

Cap:

18 participants.

Office Hours:

By appointment

Schedule of Classes:

Thursday, Jan 22: 11:45-2:45pm
Saturday-Sunday, Jan 31-Feb 1: 10am-5:00pm
Saturday-Sunday, Feb 14-15: 10am-5:00pm
Saturday-Sunday, Feb 28-Mar 1: 10am-5:00pm

Location:

First Meeting: TBA, CIIS Main Building

Weekends: Rainbow Heart Studio: 1450 Cornell Ave, Berkeley, CA 94702
See www.rainbowheartstudio.com for more info and directions

Required Readings:

(Handouts provided in class)

- Field, T. (2001). Touch hunger. In T. Field, *Touch* (pp. 1-17). Cambridge, MA: MIT Press.
- Ferrer, J. N. (2003). Integral transformative practice: A participatory perspective. *Journal of Transpersonal Psychology, 35*(1), 21-42.
- Ferrer, J. N., Romero, M. T., & Albareda, R. V. (2005). Integral transformative education: A participatory proposal. *The Journal of Transformative Education, 3*(4), 306-330.
- Firman, J., & Gila, A. (2002). Multiplicity within the personality (pp. 67-93) In J. Firman & A. Gila, *Psychosynthesis: A psychology of spirit*. Albany, NY: State University of New York Press.
- Osterhold H. M., Rubiano, H. E., & Nicol, D. (2007). Rekindling the fires of transformative education: A participatory case study. *The Journal of Transformative Education, 5*(3), 221-254.
- Gardner, H. (1993). Multiple intelligences: New horizons. New York, NY: Basic Books. pp 3-39, 89-113.
- Gendlin, E. T. (1992). The wider role of bodily sense in thought and language. In M. Sheets-Johnstone (Ed.), *Giving the body its due*. Albany, NY: State University of New York Press.
- Sheets-Johnstone, M. (2014). It's amazing! Pulsing with life! and The gift of play. In M. Sheets-Johnstone, *Putting movement into your life: A beyond fitness primer* (pp. 121-125, 130-134, 144-149). Self Published.

Suggested Readings:

- Albareda, R. V. & Romero, M. T. (1991). *Nacidos de la tierra: Sexualidad, origen del ser humano*. Barcelona, Spain: Hogar del Libro.
- Albareda, R. V., Ferrer, J. N. & Romero, M. T. (2004). Embodied Participation in the Mystery. In J. Drew & D. Lorimer (Eds.), *Ways through the Wall: Transpersonal Approaches to the World Today* (pp. 179-193). Lidney, England: Corpus Publishing.
- Allen, P. B. (1995). *Art is a way of knowing: A guide to self-knowledge and spiritual fulfillment through creativity*. Boston, MA: Shambhala Publications.
- Barratt, B. B. (2010). *The emergence of somatic psychology and bodymind therapy*. New York, NY: Palgrave.
- Bradt, K. M. (1997). *Story as a way of knowing*. Kansas City, MO: Sheed & Ward.

- Buhner, S. H. (2004). *The secret teachings of plants: The intelligence of the heart in the direct perception of nature*. Rochester, VT: Bear and Street Company.
- Damasio, A. (1999). *The feeling of what happens: Body and emotions in the making of consciousness*. Orlando, FL: Harcourt.
- Fogal, A. (2013). *Body sense: The science and practice of embodied self-awareness*. New York, NY: W. W. Norton & Company.
- Goldstein, K. (1995). *The Organism*. New York, NY: Zone Books. (Original work published in 1934)
- Johnson, D. H. (Ed.). (1995). *Bone, breath, and gesture: Practices of embodiment*. Berkeley, CA: North Atlantic Books.
- Johnson, D. H. (Ed.). (1997). *Groundworks: Narratives of embodiment*. Berkeley, CA: North Atlantic Books.
- Johnson, D. H., & Grand, I. J. (Eds.). (1998). *The body in psychotherapy: Inquiries in somatic psychology*. Berkeley, CA: North Atlantic Books.
- Johnson, M. (2007). *The meaning of the body: Aesthetics of human understanding*. Chicago, IL: University of Chicago Press.
- Keleman, S. (1975). *Your body speaks its mind*. Berkeley, CA: Center Press.
- Keleman, S. (1979). *Somatic reality: Bodily experience and emotional truth*. Berkeley, CA: Center Press.
- Levine, P. A. (1997). *Waking the tiger: Healing trauma*. Berkeley, CA: North Atlantic Books.
- Macnaughton, I. (Ed.). (2004). *Body, breath & consciousness: A somatics anthology*. Berkeley, CA: North Atlantic Books.
- Malkemus, S. A. & Romero, M. T. (2012). Sexuality as a Transformational Path: Exploring the Holistic Dimensions of Human Vitality, *International Journal of Transpersonal Studies*, 31(3), 112-118.
- Montagu, A. (1971). *Touching: The significance of human skin*. New York, NY: Columbia University Press.
- McDougall, J. (1989). *Theaters of the body: A psychoanalytic approach to psychosomatic illness*. New York, NY: W. W. Norton & Company.
- Nagatomo, S. (1992). *Attunement through the body*. New York, NY: State University of New York Press.
- Romero, M. T. & Albareda, R. V. (2001). Born on Earth: Sexuality, Spirituality, and Human Evolution. *ReVision* 24(2), 5-14.
- Sheets-Johnstone, M. (2014). *Putting movement into your life: A beyond fitness primer*. Self Published.
- Varela, F. J., Thompson, E., & Rosch, E. (1991). *The embodied mind: Cognitive science and human experience*. Cambridge, MA: MIT Press.
- Wolff, R. (2001). *Original wisdom: Stories of an ancient way of knowing*. Rochester, VT: Inner Traditions.

Assignments:

1. Written Reflections:

Students will hand two written reflections of approximately 2-3 in length. See the course schedule for more details.

2. Presentation:

Students will prepare a 20-minute presentation based upon a specific inquiry question that emerges from the class process. During the second weekend of our course you will be guided in a process to find a focus for the presentation as well as to find potential student collaborators for a group presentation. You will then have two weeks to prepare your presentation for February 28th. Creative presentations are encouraged that involve theatre, movement, and artistic expression. More guidance will be given in class.

3. Final Paper:

The presentation and the final paper are a powerful combo to inquire further into a topic that emerges from the class process and to bring to a closure such process.

Interweave your personal experience and inspirations from class with reflections on the power of differentiating and integrating different ways of knowing in light of class readings, written assignments, dialogues, and/or the fruits of your own embodied inquiry. Has this course led to any novel understandings or realizations about your own embodied self and its holistic nature? Do these novel understandings contrast with your previous experience? Have this course fuel any kind of transformation in your experience or awareness of yourself, the others, or life and earth themselves?

The use of images is encouraged yet not mandatory. If you decide to use images you may use drawings made at class or other drawings or images, as far as they relate to the class material and convey your personal experience. Furthermore music, poetry and art in general is welcome insofar as it helps to convey the voice of different centers of experience and awareness and is clearly contextualized for the reader.

Further guidance and suggestions will be offered on the last day of class.

8-10 pages / Due no later than March 16th
(Double-spaced, twelve point font)

Mail a hard copy of your paper, postmarked by March 16th, to:
1450 Cornell Ave, Berkeley, CA 94702

Include a self-addressed envelope with paid postage for the return of your paper

4. Journal:

Participants are asked to keep a personal journal. The journal is intended to facilitate deeper personal reflection and will *not* be collected in class, although it is highly recommended and can be used to support your paper.

Course Schedule

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The following course structure may be modified according to the concrete reality and evolution of the group and of each participant.

Informational meeting (Jan 22)

- Introduction to the course and general orientation.
- Experiential Practices: Playing as a way of learning; unconditional acceptance and physical touch as the foundation of embodied inquiry.
- Participants' introductions.

Weekend retreat I: Our embodied self and its holistic nature: body, vital, heart, mind, and spirit (Saturday, Jan 31 & Sunday, Feb 1)

- Introduction to the day and opening exercise.
- An evolutionary leap: Revealing the holistic nature of the embodied self versus approaching it from a mental conception.
- Interactive Embodied Meditations: Exploring the capacity of accessing our different centers of experience and awareness (body, vital, heart, mind, and spirit).
- Integrative work: Silence and contemplation; aesthetic/verbal elaboration of the experience; circle of sharing.
- Ritual closure of the retreat.

Readings (to be handed out at the end of Sunday):

- Ferrer, Integral Transformative Practice
- Sheets-Johnstone, It's amazing!
- Firman, Multiplicity within the personality
- Gardner, Multiple intelligences

Written Assignment Due: Please hand in a 2-3 page written reflection (**double spaced 12 pt font**) on the role of your mind (cognitive, analytic, and rational processes) and external values (moral rules of conduct external to yourself) on your personal development and choices in life; lights and shadows; the context for such development (personal, cultural, and historical) and its influence. Please write from your experience not from what you *think* about the topic but how it has manifest from the living ground of your experience. Further guidance will be offered in the preceding session.

Weekend Retreat II: Self-management from a holistic awareness. Inner and outer individuation and communion (Saturday, Feb 14 & Sunday, Feb 15)

- Introduction to the day and opening exercise.

- Growing into holistic awareness: Participatory management and the importance to individuate for to become whole and be able to commune and vice versa.
- Interactive Embodied Meditations: Participants arrange interactive practices according to their individual inquiries. Organic inquiry into research questions.
- Integrative work: Silence and contemplation; aesthetic/verbal elaboration of the experience; circle of sharing.
- Articulating the focus for the presentations. Forming groups.
- Ritual closure of the retreat.

Readings (to be handed out at the end of Sunday):

- Field, Touch hunger
- Gendlin, The wider role of bodily sense in thought and language
- Sheets-Johnstone, Pulsing with life!

Written Assignment Due: Please hand in a 2-3 page written reflection (**double spaced 12 pt font**) on the role of the forms of embodied wisdom explored in class, as well as the role of felt inner guidance, on your personal development and choices in life; lights and shadows; the context for such development (personal, cultural, and historical) and its influence. Please write from your experience not from what you *think* about the topic but how it has manifest from the living ground of your experience. Further guidance will be offered in the preceding session.

Weekend Retreat III: Manifesting Alive Seeds; Class Presentations and Culmination of Course (Saturday, Feb 28 & and Sunday, Mar 1)

- Introduction to the day and opening exercise.
- Student presentations.
- Interactive Embodied Meditation: Contemplation of different centers of experience and awareness and engaging the whole of our embodied self.
- Integrative work: Silence and contemplation; aesthetic/verbal elaboration of the experience; circle of sharing.
- What is most alive at the end of the inquiry? Which new insights we may carry home?
- Ritual closure of the course.

Readings (to be handed out at the end of Sunday):

- Ferrer, Albareda, & Romero, Integral Transformative Education
- Osterhold, Rubiano, & Nicol, Rekindling the Fires
- Sheets-Johnstone, The gift of play

→→→ Final Paper due no later than **March 16th**

Instructors:

Marina T. Romero is a therapist and teacher. Together with Ramon V. Albareda, she is the creator of *Holistic Transformation*, an integral approach to psycho-spiritual embodied growth and healing that works experientially with the body, sexuality, heart, mind, spirit, and nature. Marina is co-author of the book, *Nacidos de la Tierra. Sexualidad, Origen del Ser Humano*, as well as of many articles and book chapters on transpersonal sexuality, psychospiritual embodied development, and human nature as a holistic experience. Originally a passionate student of physics she then shifted her attention to exploring the mysteries of human nature and has been leading encounters in Holistic Transformation and Transpersonal and Transcendent Sexuality in Spain since 1987, in California since 2000, and in other countries since 2002. Born in Catalunya, Spain, Marina now resides in Berkeley, CA where, together with Samuel A. Malkemus, she is the founder and director of the Institute of Holistic Transformation.

Samuel A. Malkemus, PhD, teaches graduate courses at the California Institute of Integral Studies. A fifth generation Californian, he leads courses and seminars in holistic sexuality and transformative education both internationally and in the San Francisco bay area. Together with Marina T. Romero he is the founder and director of the Institute of Holistic Transformation in Berkeley, CA. With a private practice in embodied psychospiritual counseling his research interests involve exploring the role of embodied awareness in psychospiritual transformation, articulating a transpersonal understanding of sexuality and the sexual shadow, as well as developing somatic approaches to education and psychospiritual growth. The author of numerous articles he is currently preparing a book entitled *The Transpersonal Body*.