EL CAMINO COLLEGE

Psy. 21

CLASS REQUIREMENTS AND INTRODUCTORY CONSIDERATIONS

Please keep this handout to refer to during the semester.

Names: I will make up a seating chart which will make attendance count easier and will also help me gradually learn your names.

On Being A Student: I assume that you are serious about your learning. This means, among other things, that you are here primarily to increase your learning. In contrast to this is the not uncommon experience of doing something due to various forms of social pressure (often felt in the form of what one "should do" or is "supposed to do"). Also, these types of motivational forces are frequently occurring without our awareness, but will show up in our behavior (e.g., starting out the beginning of the semester with effective study methods, but failing to maintain the approach after a couple of months). One of the problems with doing things due to fear, guilt, shame, etc. is that such motivational pressures generate internal conflict that will be resisted by the individual, but in a confused fashion which winds up being self-defeating.

Therefore, being aware of what your main motivating factors are is central to your understanding how to be successful in your studies.

Respect: You are expected to demonstrate respect at all times towards the purpose of our class – learning. This includes showing respect – always – for the instructor, your fellow class members, and yourself. Absolutely no disrespect of any kind will be tolerated. It is grounds for immediate dismissal from this class.

Personal Responsibility: This is a growthful process which can be described partially as the gradual learning of how to be in conscious control of your own life and how to function in a truly useful, interdependent fashion with others for mutual fulfillment.

In terms of your learning, this means recognizing that you will increase the amount and quality of what you learn to the extent that you actively involve yourself in your situation. This indicates that your learning is a direct function of the degree to which your heart, mind and body are attentive and aware of whatever it is that you want to know.

Learning is interfered with to the extent that you or I believe that we have to be "perfect." Most of us have, unfortunately, learned that the making of what we call "mistakes" emotionally gets equated to "I am not ok." But we can only learn by finding out something new or seeing things in new ways and that occurs only when we are willing to experience the learning process which includes making mistakes. So to enhance my learning capacity I need to separate my worth as a person from getting either right or wrong answers.

Our culture and institutions tend to foster the fear of being seen as less than perfect (i.e., being seen as "not ok") as a major way of controlling our behavior. When I am overly controlled by my fear of imperfection, then I cannot learn to become responsible for my own life. Consequently, I will limit myself to a child's form of dependency on the environment and on those around me. Without accepting the challenge of acquiring the skill and understanding of progressive interdependency necessary for true adult functioning, then I reject the opportunity and my need to further evolve consciously by discovering my hidden and real potential.
Learning Resource Center: Many students have special learning needs (e.g., skills involving reading, writing, note taking, test taking, etc.) and the Learning Resource Center is available to help. It is one of the most utilized facilities on campus and I highly recommend it. There is also a Writing Center and many other educational services available for you at El Camino. So don't be shy about getting what you need.

My Educational Approach: There is a great deal of valuable material that I want you to be exposed to in our course. A lot of this will come from our main book _______________ and I will use a portion of class time to review this material for both discussion and enhancing understanding. To make your learning more efficient, it is suggested that you organize your methods and time for studying for our class today, or by the end of this week at the latest. Preparing and following a study schedule that works for you will improve your learning and prevent getting behind.

Discussion and Questions: Remember that our degree of learning is directly related to our amount and quality of involvement and participation. Your questions about something that you do not understand, or that you want to pursue in more depth, or that you believe will help clarify an issue, and so forth are all highly encouraged. A key to learning and increasing your understanding is the asking of productive questions.

Likewise, entering into and/or initiating discussions about our subject matter is intensely valuable to enhancing your learning. Expressing freely your ideas, feelings, questions, beliefs, doubts, and so forth in a safe and supportive environment and in a respectful manner is very beneficial to learning and growing as a human being. You are not here to agree with whatever you think my viewpoint might be at the expense of struggling to clarify your own awareness and understanding. What is extremely useful is to know why you believe or disbelieve whatever you do.

You are required to raise your hand and be called on by the instructor prior to asking questions or entering into discussions.

A Sense of Humility and Humor: Humility means to recognize that whatever I might know or think that I know, it is relatively little in comparison to what there is that I need to learn. Especially in regards to what I need to learn in order to continue my development toward becoming a real human being. It means opening my mind and becoming receptive to new information and changing conditions so that I can be flexible and capable of dealing with the requirements of whatever happens. Cultivating a good sense of humor is an invaluable tool in this effort and a wonderful cure for the trap of perfectionism. This is not "hostile humor" where we judge or condemn other people or ourselves. It is concerned with maintaining our balance between taking things too seriously versus taking them for granted. It is allowing ourselves to be surprised again by the magnificence and mystery of the universe in which we live.

Nutrition: Your learning is directly concerned with taking good care of yourself. This includes making sure that you are eating nourishing meals and getting adequate sleep. It also involves meeting your social needs sufficiently…like seeing friends, boyfriend/girlfriend, family, recreation, pets, etc.

Attendance: Class starts when I arrive. Once I begin class, I lock the door to reduce distractions from late-comers that interferes with learning. This is its only purpose. If you arrive late and the door is closed, then quietly try the knob to make sure it is locked. If it is locked, then quietly leave and return next class. DO NOT KNOCK ON THE DOOR! Also, once class has started you are not to leave early without advance permission for the same reason. (Note: If anyone has a special medical concern that this policy will aggravate, see me after class and we will attempt to accommodate your needs.)
The college allows you to miss one (1) week of classes. I will permit two (2) weeks. If you miss more than a total of two weeks, then you drop yourself from our class. This includes all reasons for non-attendance. (Exceptions: Verified court appearance or ECC team athletics.) If for some reason you miss more than two weeks of classes and do not officially drop yourself before the semester time limit for doing so, then you will lower your grade accordingly.

**Grades:** The grade for our class is determined in the following manner:

(1) 35% comes from testing  
(2) 35% comes from written assignments  
(3) 30% comes from participation

I encourage you to set your standards high.

**Testing:** There are three (3) multiple-choice tests.

You are required to take each test. There is an optional make-up test following every required exam for the multiple-choice section (except the final). It usually is given within one week of receiving results on a given test. If you retake this test, the first and second scores on the multiple-choice sections will be averaged together to determine your grade for that particular test. Make-up tests must be taken in the week that they are scheduled.

In the event that you score below the "C" range on any of the first two tests, then you are required to retake that exam when it is offered the second time. If you score below a "C" on both the first and second attempts on the first test, then you are required to retake it open-book within one (1) week after receiving results from the make-up test. This is done in order to help you see where you are having difficulty with the information and to keep your average at a "C" on the testing. **The greatest number of points permitted on an open-book test is the middle of the "C" range.** These opportunities to improve your test scores are made available as a means of reducing your anxiety about testing and to help place your focus on learning.

**Amount Of Study Time:** How much focused and efficient use of attention in studying is necessary for effective learning? In general for most college students three (3) hours of study outside of class for every hour of formal time in class is necessary in order to learn effectively and do well scholastically.

**Distractions to Learning:** There are many things that can interfere with our successfully educating ourselves. Some are preventable and two which I wish to call to your attention and will not allow are the following: (1) Studying during our class session for some other course and/or reading anything else that is not relevant to what we are discussing in the class at the moment; (2) Talking to your fellow classmates during a class session once we have started to discuss course material and/or any other behavior that interferes with the purpose of our learning together.

**Office Visit:** I make an office visit optionally available for each of you during the semester. This will involve about fifteen minutes during which time we can talk about anything that you are interested in discussing. I have found that by providing the opportunity for a few minutes of more personal contact that this definitely enhances learning together more effectively. If this interests you, then see me after a class and we will arrange a time to meet.

**Class Operation and Your Needs:** It is essential that you both take care of your needs and that they not conflict with our class. For example, do not ask me and the rest of the class to wait to begin because you forgot a book, or you forgot to go to the restroom, etc. Simply take one of your absences for that day and, if you wish, appreciate how you are teaching yourself to develop greater personal responsibility.
The following include Psy. 21 Course Objectives:

Identify and distinguish the key historical trends in the exploration of consciousness.

Recognize what the significance of historical trends in different cultures has been for the exploration of consciousness.

Discuss the research regarding the physiological basis of various sleep and dream stages and disorders.

Describe the various theories of dream analysis and the scientific evidence relating to those theories.

Compare various dream analysis techniques.

Identify and discuss research on brain lateralization and split-brain thinking processes.

Explain and demonstrate approaches to training right-brain thinking processes.

Discuss the relationship between psychosomatic illnesses and stress, including the pertinent scientific studies.

Compare and contrast various approaches to healing including holistic health movement methods.

Describe the scientific research, theory, and implications regarding scientific approaches to consciousness, such as biofeedback, meditation, hypnosis, sensory deprivation.

Compare and contrast the major psychological approaches in Western culture with those in Eastern culture and their relationship to the study of consciousness.

Student Learning Outcomes:

Students who successfully complete this course and its requirements will be able to identify and describe the various theories and concepts of consciousness, which includes altered states of consciousness, and be able to explain how to apply them to their everyday lives. Students will be assessed by essay exam questions, multiple choice exam questions, written assignments, or other projects.
# Course Outline

**EL CAMINO COLLEGE**  
Psy. 21  
Dr. Michael Braun

## WEEK | DATES | ASSIGNED STUDY MATERIALS & DUE DATES | TESTS
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1 | Feb. 15-19\* | Exploits of the Incomp. M. Nasrudin, Intro & pps. 1-60 |   
2 | Feb. 22-26 | Psychology of Consciousness, Ch. 1: Introduction |   
3 | Mar. 1-5 | Ch. 2: The Conscious Mind |   
4 | Mar. 8-12 | Ch. 3: Workings of the Conscious Mind; & Exploits of Mulla. Nasrudin., pps. 61-109 | Th 3/18  
5 | Mar. 15-19 | Ch. 4: The Machinery of Consciousness |   
6 | Mar. 22-26 | Exploits, Paper #1, 3/26 |   
7 | Mar. 29- Apr. 2 | Ch. 5: The Temporal Dimension of Consciousness; & Subtleties of the Inimitable Mulla Nasrudin., pps. 1-51. |   
8 | Apr. 5-9 | Ch. 6: Multiple Consciousness | Th 4/22  
9 | Apr. 12-16\* | Subtleties of Mulla Nasrudin, pps. 52-102 (SPRING BREAK) |   
10 | Apr. 19-23 | Ch. 7: The Organized Systems: Changing Consciousness |   
11 | Apr26-30 | Subtleties, Paper #2, 4/30 |   
12 | May 3-7 | Ch. 8: The Perils of the “Journey” |   
13 | May 10-14 |   |   
14 | May 17-21 | Ch. 9: On the Development of Consciousness |   
15 | May 24-28 | Ch. 10: Conclusion |   
16 | May 31-June 4* |   |   
17 | June 7-11 | Class & Final Adventure |   

*Signifies one or more holidays in the week

## Books:
The Psychology of Consciousness, by Robert Ornstein

The Exploits of the Incomparable/Subtleties of the Inimitable Mulla Nasrudin, by Idries Shah

## Accessories:
Scantron tests form #882; notebook; #2 lead pencils with erasers, etc.