



The Global Metacrisis

INS637/737

Summer 2025

Doctorate

Credit: 4 units

Meeting Time:

Every **Wednesday 3:30pm-5:00pm Pacific Time** This is a ten-week course. We will use this zoom link for each meeting time: <https://cihs-edu.zoom.us/my/nickhedlund>

Instructor: Nick Hedlund, PhD

Contact information: email: nick_hedlund@cihs.edu phone/text: 415-732-9856

Instructor Availability: I will be available to answer questions or provide support for anything regarding this course and your participation. To facilitate the community aspect of the course please use the forums on Canvas as your first point of contact for issues that do not need to be private. For issues of a private nature, feel free to email me and I will try to answer within 72 hours. You can also call or text me at 415-732-9856 if you need a faster response.

Learning Management System: Canvas

Modality: Online

Synchronous: During this course you will be required to attend 90 minutes of live lecture per week, via Zoom. The instructor will provide a schedule of times at which students are expected to connect online.

Asynchronous: During this course students will be required to join [one/two/three] discussions per week. Students need to respond to the initial discussion posts by the instructor. Additionally, students need to respond to their classmates' posts. Other asynchronous activities may be included – e.g., projects, simulations, debates, case study discussion, ...

Course Description

This course offers a transformative exploration of the global *metacrisis*—understood as the deeply interwoven ecological, technological, political, economic, and ethical crises confronting humanity, along with their underlying epistemic (sensemaking) and existential-spiritual (meaning-making) causes. The metacrisis is not merely the sum of many interconnected crises (the polycrisis); rather, it is the set of root causes driving these crises—a profound crisis of sensemaking, meaning -making, and ultimately, our worldview. The metacrisis thus underlies our very ability to comprehend and respond effectively to crises themselves. By addressing these root causes at the level of worldview or cultural deep codes, we open the potential for transformative change: the simultaneous regeneration of our social, technological, and ecological systems through an integrative worldview capable of navigating complexity and fostering planetary flourishing.

The notion of metacrisis invites students into skillful engagement with an era of profound global transformation affecting every domain of life. Drawing from philosophy, systems and complexity science, developmental psychology, indigenous wisdom, and integrative metatheory, we will trace the concept's emergence, analyze its underlying structural dynamics, and engage leading frameworks that offer wise, coherent, and compassionate responses.

The course unfolds along a developmental trajectory that is also somewhat non-linear and fractal:

- **Historical Precursors:** We begin by exploring historical roots, tracing the emergence of the metacrisis through systems theory, complexity science, and civilizational analysis.
- **Mapping Symptoms:** Next, we map the metacrisis across ecological, technological, and political-economic domains, highlighting interconnections and feedback loops across these crises.
- **Deep Diagnosis:** We then delve into fundamental failures in contemporary worldviews, education, value systems, and institutional designs.
- **Repatterning and Response:** From diagnosis, we shift toward the solution patterns offered by integrative worldviews, embodied knowledge, relational epistemologies, and spirituality.
- **Transformative Praxis:** Finally, we explore systemic leverage points for civilizational regeneration, cosmopolitan localism (acting locally in response to global issues), and cultivating inner resilience and active hope.

Throughout the course, students will engage with influential contemporary thinkers, including Nora Bateson, Edgar Morin, Layman Pascal, Terry Patten, Jonathan Rowson, Daniel Schmachtenberger, Mustafa Suleyman, Samantha Sweetwater, Pheobe Tickell, Zachary Stein, Tyson Yunkaporta, and the instructor's visionary realist framework.

A distinctive aspect of this course is its integrative and experiential approach: students will explore their personal relationship with the metacrisis through contemplative-phenomenological practices such as meditation, embodied inquiry, and reflection. This psychospiritual dimension complements the theoretical rigor, fostering holistic (body, heart, mind, soul, and spirit) learning, and inviting students to explore the metacrisis as a powerful spiritual teacher.

Students will emerge from the course with an enriched understanding of the metacrisis, deeper personal insight into its significance, and refined integrative tools for meaningful analysis and transformative action.

Course Learning Outcomes (CLOs)

By the end of this course students will be able to:

1. Articulate the structure and multi-dimensional significance of the global metacrisis.
2. Analyze the emergence of the metacrisis through complexity theory/systems thinking and civilizational analysis.
3. Evaluate integrative theoretical frameworks (e.g., developmental, cultural, spiritual, metatheoretical) for understanding the metacrisis.
4. Engage phenomenologically with the metacrisis through meditation, inquiry, and embodied reflection.
5. Design transformative personal response strategies within their sphere of influence.

Additional Course Learning Outcomes (CLOs)

PhD students will also be expected to:

6. Formulate original research questions or applied projects related to the metacrisis.
7. Contribute to the refinement of integrative models of the metacrisis through transdisciplinary synthesis.

Institutional Learning Outcomes (ILOs) and Program Learning Outcomes (PLOs): Students may review CIHS's ILOs, level-specific PLOs, and information about academic assessment online at <https://www.cihs.edu/assessment>.

Course Texts and Materials

- Hedlund, N. H. (2021). *Visionary realism and the emergence of a eudaimonistic society: Metatheory in a time of metacrisis* (Doctoral dissertation, University College London). <https://discovery.ucl.ac.uk/id/eprint/10169200/>
- Macy, J. & Johnstone, C. (2022). *Active hope: How to face the mess we're in with unexpected resilience & creative power*. New World Library. (1st revised ed.).
- Morin, E., & Kern, A. B. (1999). *Homeland earth: A manifesto for the new millennium*. Hampton Press.
- Patten, T. (2018). *A new republic of the heart: An ethos for revolutionaries*. North Atlantic Books.
- Stein, Z. (2019). *Education in a time between worlds: Essays on the future of schools, technology, and society*. Bright Alliance.
- Suleyman, M. & Bhaskar, M. (2024). *The coming wave: Technology, power, and the twenty-first century's greatest dilemma*. Penguin Random House.
- Temple, D. J. (2024). *First principles and first values: Forty-two propositions on cosmo-erotic humanism, the metacrisis, and the world to come*. Amplify Publishing Group.
- Yunkaporta, T. (2019). *Sand talk: How indigenous thinking can save the world*. HarperOne.

* Additional readings/videos/materials to be uploaded to Canvas

Note: Please purchase text editions as indicated.

Recommended Reading

- Bhaskar, R., Esbjörn-Hargens, S., Hedlund, N., & Hartwig, M. (Eds.). (2016). *Metatheory for the Twenty-First Century: Critical Realism and Integral Theory in Dialogue*. Routledge. ISBN-13: 978-0415820479 ISBN-10: 0415820472
- Capra, F. (1982). *The turning point: Science, society, and the rising culture*. Simon and Schuster.
- Esbjörn-Hargens, S., & Zimmerman, M. E. (2009). *Integral ecology: Uniting multiple perspectives on the natural world*. Shambhala Publications.
- Freinacht, H. (2017). *The listening society: A metamodern guide to politics, Book One*. Metamoderna.
- Hedlund, N., & Esbjörn-Hargens, S. (Eds.). (2022). *Big-Picture Perspectives on Planetary Flourishing: Metatheory for the Anthropocene*, Volume I (Vol. 1). Routledge. ISBN-13: 978-1138856257 ISBN-10: 1138856258
- Rowson, J., & Pascal, L. (2023). *Dispatches from a time between worlds: Crisis and emergence in metamodernity*. Perspectiva.
- Vervaeke, J., Mastropietro, C., & Miscevic, F. (2017). *Zombies in Western culture: A twenty-first century crisis*. Open Book Publishers.

Scope of Course

Topics Overview:

1. Module 1: Orientation & Framing the Metacrisis
2. Module 2: Historical Precursors—Systems/Complexity Thinking
3. Module 3: Ecological Crisis & Planetary Systems

4. Module 4: Technological Crisis & AI
5. Module 5: Political-Economic Crisis
6. Module 6: Epistemic and Educational Metacrisis
7. Module 7: Existential-Spiritual Metacrisis
8. Module 8: Feminine, Embodied, and Relational Perspectives
9. Module 9: Cosmopolitan Localism & Regenerative Praxis
10. Module 10: Integration, Synthesis, and Final Presentations

Teaching Philosophy

My approach to teaching this course is dialectical and Socratic, emphasizing an evolutionary dialogue through rigorous questioning and thoughtful exchange. Dialectical method involves engaging multiple perspectives through reasoned dialogue aimed at achieving greater understanding and truth. To facilitate meaningful dialogue, students are encouraged to practice epistemic humility—recognizing the limits of one's knowledge—as well as perspective-taking, actively seeking diverse viewpoints, and coordinating differing ideas. Integral to this method is epistemic reflexivity, wherein students consciously examine their own underlying assumptions, values, and emotional attachments that shape their intellectual positions.

Additionally, this course is fundamentally experiential, integrating contemplative-phenomenological practices such as meditation, embodied inquiry, and reflective exercises. These practices foster an embodied, emotional, and spiritual engagement with the material, complementing intellectual rigor with holistic, whole-person learning.

Practical/Application-Based Components of the Course

Course projects and weekly assignments are designed to help students develop practical knowledge and meaningful insights related to the metacrisis in personal, relational, and practical contexts. Students will apply concepts and theories explored in class toward personal growth, professional development, and broader social impact. Central to the course is exploring how integrative ideas and frameworks can be practically applied in empowering ways within each student's personal sphere of influence.

To facilitate this practical engagement, students will maintain a weekly reflection journal, engaging in ongoing phenomenological practices to cultivate a direct, felt relationship with the metacrisis. Each class session begins with an experiential exercise or contemplative practice, and class discussions include the practical application of course readings. Final papers will link the chosen topic to students' direct experiences and explore relevant applications within their own spheres of influence.

Grading Scale

Points	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

Points: 100

Course Requirements

1. **Participation.** *Participation includes attendance to live classes, responses and interaction to class discussion, and a class discussion lead presentation.* Students should notify their colleagues and the instructor in that rare occasion when it is impossible to participate during the week. Unexcused absences will adversely affect the course grade.
2. **Discussion Forum Posts.** Each week post a total of at least 3 comments, reflections, or observations in the weekly discussion forum on Canvas (1 is your primary post, and 2 are responses to your classmates).
 - **1 Primary Discussion Post:** Primary discussion forum posts should be a minimum of 250 words total, including reflections on readings and course materials. Participate in any discussion topics that will be initiated by the instructor—or start your own discussion topic. A great way to discuss the material is to find quotes or concepts that made an impact on you, cite them, and then discuss. Forum writing can be informal but must be thoughtfully presented. Additional promptings for your primary post:
 - *What struck me most about the readings/course content this week? Explain.*
 - *What challenged me about readings/course content this week? Explain*
 - *What are some useful links across the chapters and/or books you read for this week or prior weeks. Explain.*
 - *What questions have come up for me in response to this week's readings?*
 - *How do I integrate what I've read this week into my own development or practice?*

PLEASE NOTE: There may periodically be specific promptings for Discussion Forum Posts; it is important to check Canvas at least twice during the academic week for guidelines about Discussion Forum Posts.* Individual posts will be ungraded. The totality of Discussion Forum activity will be holistically graded. Missing or late posts will be factored into the grading for this portion of the course.

- **2 Responses to Discussion Posts:** You must respond to *at least* two postings by your classmates, or about two topics, each week. Responses should be focused on clarifying, validating, gently disagreeing, or stimulating further thinking or questions. Constructive and respectful criticism is welcome, but please be sure to explain or justify your position or argument. The idea here is to engage in fruitful dialogue and dialectical inquiry that leads to greater mutual understanding, depth, and integrative insight.

Due:

- 1 primary post, by Sunday at midnight Pacific
- 2 responses to your classmates, by Tuesday at midnight

3. **Weekly Practice & Reflection Journal Entries.** Engaging the Metacrisis through Phenomenological-Contemplative Inquiry
Purpose

This weekly contemplative practice is an invitation to encounter the metacrisis not only as a planetary condition, but as a living presence that touches the whole of our being—body, heart, mind, soul, and spirit. Beyond systemic breakdowns, the metacrisis is rooted in deeper failures of worldview, meaning-making, relationality, and sacred orientation. We explore it not only to

understand, but to listen, feel, and attune—cultivating a sacred relationship with what is dying and what is struggling to be born in this ‘time between worlds’.

Our task is not to master or ‘solve’ the metacrisis, but to humbly meet it—with openness, reverence, and love for the world. This practice becomes a space to:

- Ground deeply in self and presence
- Open to soul-level listening
- Attune to alethic resonance (alignment with reality)
- Discern the root causes of the metacrisis through lived experience
- Sense how we are being called into alethic response

Make this practice resonate for you. Adapt it as needed to bring it alive. The point is to deepen your relationship to yourself and the sacred field of reality in this time of great metamorphosis. The practice itself need not involve journaling. After the inner practice, you will engage in journaling questions (see below).

Weekly Practice Flow

1. Ground in the Reality of Being

Begin each session by settling into presence. Use breath, stillness, or movement to attune to the reality of your own being. Feel your body. Sense your emotions. Quiet your mind. Choose whatever practice you like, so long as it includes *presence*, *somatic awareness*, and *breath*. Example practices include: somatic meditation (focusing); breathwork; subtle energy attunement (e.g., chakra awareness, auric sensing); contemplative journaling; or symbolic visualization; dream incubation focused on questions of collapse and transformation; mindfulness, chanting, prayer, or embodied movement as expressive inquiry.

Internally Ask: *What feels true in me right now? Where do I feel whole? Where do I feel fragmented?* Just notice whatever arises without judgment or trying to change it.

2. Enter with Reverence

Approach this practice space with humility, openness, and devotion. Let it be a ritual. A sacred encounter. Light a candle or some incense, turn on ambient music, or do something to mark the ceremony. Bring a felt sense of reverence for life, reality, and the sacred mystery in which we participate.

Ask: *Can I meet this moment—and the world—in awe, care, and openness?*

3. Turn Toward the Metacrisis

Once grounded, invite awareness of the metacrisis—its symptoms (ecological collapse, technological overwhelm, etc.), but also its root causes: alienation from reality, fragmented worldviews, loss of sacred orientation, crisis of soul, etc.

Allow yourself to feel any grief of what is dying and any hopeful yearning of what is longing to be born.

Ask: *How does the metacrisis show up in my field today? What is it ‘telling’ me? What is it ‘asking’ of me?*

4. Listen for the Soul Whispers of the World

Drop into deep listening. Listen for the quiet voice of the world-soul—the part of reality speaking to and through you. This may emerge in image, sensation, subtle intuition, energetic flow, or wordless, transdiscursive knowing.

Ask:

What is the world that is dying teaching me?

What is the world that longs to be born whispering through me?

What guidance or gnosis is available here, now?

5. Practice Alethic Attunement

Attune to truth, goodness, and beauty—not as a proposition, but as a felt-sense of resonance with reality. Explore:

Where do you feel in alignment with the reality?

Where do you feel dissonance, distortion, or resistance?

Where is reality affirming or amplifying your being?

This is alethic resonance: the embodied recognition of truth that sings as vital activation in the soul.

*What part of me feels attuned to the truth of this moment?
How might I tune myself—emotionally, mentally, spiritually—toward harmonic coherence?
How do we attune our consciousness and culture to the sacred reality of the world?*

Weekly Journaling Reflection Guidelines

1. Practice Description

What practice did you engage in (e.g., breathwork, meditation, movement, dreamwork, contemplative journaling)? How long, how often, and in what setting?

How did the practice support grounding in yourself and turning toward the metacrisis?

2. Phenomenological Report

What did you experience during the practice?

What sensations, emotions, symbols, energies, or intuitions emerged?

Describe your experience with thick, direct language—not as analysis, but as lived encounter.

3. Alethic Resonance and Attunement

Where did you feel a deep sense of resonance or alignment with reality?

Where did you feel dissonance, misalignment, or confusion?

What moments of inner knowing, gnosis, or soul guidance emerged?

4. Deep Questions for Inquiry (choose 2–4 per week)

What is the metacrisis teaching me spiritually this week?

What is the soul of the world asking of me now?

What root causes am I encountering through my lived experience?

What intuitive or energetic guidance is coming through?

How is my body, heart, or mind being shaped in relation to the metacrisis?

What might it mean to love the world in the face of its unraveling?

5. Integrative Reflection (choose 2–4 per week)

What did you learn about yourself through this week's practice? What did you learn about the world this week? What did you learn about the metacrisis? What truths or insights felt emergent? What is the metacrisis teaching me spiritually this week? How do I somatically feel the weight or wisdom of the metacrisis today? What root causes of the metacrisis are revealing themselves through my own experience? What psychic, energetic, or symbolic guidance is emerging for me? What is my higher self, soul, or spirit saying about how I should live in this time? How am I being called to participate in the regeneration of the world? How do your body, emotions, mind, soul, and spirit each respond to the metacrisis? What tensions, harmonies, or integrations are emerging across these dimensions? How is your relationship to the metacrisis shifting—not just cognitively, but in your whole being? Any other insights that you want to capture?

Length: 1–2 pages

Due: Each Friday at midnight Pacific

Grading: the weekly reflection is graded holistically as part of your participation grade. Individual feedback on the weekly reflection will not be provided and participation will be graded in a pass/fail manner.

*Note: The first week's reflection will be due on Sunday at midnight Pacific

Assignments and grading percentages:

Participation: Discussion Forum Posts: 30%	Weekly discussion forum posts.
Participation Live Classes + Reflection Journal: 30%	Active participation in Live Classes + Weekly Reflection Journal.
Final Paper: 30%	Topic described below in weekly reading schedule, Week 10. MA: 7-10 pages. PhD: 10-15 pages. APA style. See Grading Rubrics for grading criteria. Due Sunday, September 14 at Midnight PT.
Final Oral Presentation: 10%	Presentation on final paper project. Final Live Class.

Late Assignment Policy

Late work is not accepted except in the case of **extenuating circumstances**. I reserve the right to determine what constitutes an extenuating circumstance. If special accommodations need to be made, please speak to me in person or via email. **If the assignment is determined to be late the grading will be as follow:**

LATE ASSIGNMENT GRADING:

Late papers/projects - 10% will be deducted for each day an assignment is late and after 50%, the paper will no longer be accepted (unless otherwise indicated by the instructor).

Late weekly Posts - Late posts will receive half credit (unless otherwise indicated by the instructor) – **students must inform the instructor in advance if assignments/reflection posts will be late.**

Doctoral Level Expectations and Performance:

Doctoral students' work is expected to be coherent and well-substantiated, appropriately situating topics in the context of scholarly literature or paper/assignment guidelines with attention to key variables and phenomena, showing a developing-level critical reflexivity and an emerging scholarly voice.

Formative and Summative Assessment

Below is a table categorizing *formative* and *summative assessments* for this course. Formative assessment focuses on what students are learning as the course unfolds or evolves; summative assessment focuses on students demonstrating what they have learned in a more integrated fashion. Formative assessments are usually low stakes (weekly Reflection Posts, etc.), while summative assessments are more high stakes (papers, projects etc.).

TYPE OF ASSESSMENT	ALIGNMENT WITH CLO	FORMATIVE OR SUMMATIVE	Percentage of Course Work/Total Points
Discussion Forum Posts	CLO # All	Formative	30 Points
Participation & Reflection Journal	CLO # All	Formative	30 Points
Final Paper	CLO # All	Summative	30 Points
Final Presentation	CLO # All	Summative	10 Points

Overview of Course Assignments and Activities

ASSIGNMENTS and Nominal Reading Pace

Week One, July 9 Seeing the Whole: What Is the Metacrisis?

Live Class: 3:30PM-5:00pm Pacific

Participation: Questions and exercises on the Canvas Forum.

Readings/media:

Read:

- Nicholas Hedlund – *Visionary Realism*, Introduction/Chapter 1
- Jonathan Rowson – *Tasting the Pickle*
- Norgaard, Hedlund, and Meglin – *Mapping an Ecology of Integrative Approaches to the Metacrisis*
- Hedlund et al. – On the Deep Need for Integrative Metatheory in the Twenty-First Century

Media:

- Rowson – *The Meta-Crisis* (documentary)
- *Entangled World Podcast* – *What Is the Metacrisis?*
- Jonathan Rowson – *Prefixing the World*
- Robb Smith – *The Metacrisis and the Transformation Age*

Media posted on Canvas.

- **Readings/media: Read:**

- - Hedlund – Chapter 2
 - Roy Bhaskar – “Critical Realism, Postmodernism and the Global Crisis”
 - Edgar Morin – *Homeland Earth*
 - Fritjof Capra – *The Turning Point*, Chs. 1–2
 - [Hasan Özbekhan / Club of Rome – *The Predicament of Man*](#)
 - [Donella Meadows – *Leverage Points*](#)

- **Media:**

- [Zak Stein - The Meta-Crisis is a Human Development Crisis.](#)
- [Daniel Schmachtenberger – *The Metacrisis*.](#)

Media posted on Canvas.

Week Three, July 23, Ecological Crisis & Planetary Systems

Live Class: 3:30PM-5:00pm Pacific

Participation: Questions and exercises on the Canvas Forum.

- **Readings/media: Read:**

- Hedlund – Chapter 3
- Sean Esbjörn-Hargens – *Integral Ecology*, Ch. 9
- Lenton et al. – “Climate Tipping Points—Too Risky to Bet Against”
- Jem Bendell – *Deep Adaptation: A Map for Navigating Climate Tragedy*
- Hedlund & Esbjörn-Hargens – “From Metatheory to Metapraxis for Planetary Flourishing”

- **Media:**

- Jim Rutt Show – Daniel Schmachtenberger, *Ecology, Collapse & Complexity*
- Emerge Podcast – Nora Bateson, *Warm Data*
- Emerge Podcast – Zak Stein, *Metapsychology, Soul, and Collapse*
- Optional: *Breaking Boundaries: The Science of our Planet* – Netflix documentary

Media posted on Canvas.

Week Four, July 30, Technological Crisis & AI

Live Class: 3:30PM-5:00pm Pacific

Participation: Questions and exercises on the Canvas Forum.

Readings/media:

Read:

- Hedlund, Ch. 4
- Suleyman & Bhaskar, Ch. 1-14.
- *AI Won't Be Conscious*, Bernardo Kastrup

Media:

- Great Simplification Podcast - How Artificial Intelligence Could Harm Future Generations w/ Zak Stein
- The Great Simplification Podcast - Artificial Intelligence and The Superorganism w/ Daniel Schmachtenberger

Media posted on Canvas.

Week Five, August 6, Political-Economic Crisis

Live Class: 3:30PM-5:00pm Pacific

Participation: Questions and exercises on the Canvas Forum.

Readings/media:

Read:

- Hedlund – Ch. 5
- Patten – *A New Republic of the Heart*, Ch. 1–3
- [Hans Despain – *The Quintuple Crisis*](#)Download Hans Despain – The Quintuple Crisis
- [Bob Jessop – *The Symptomatology of Crises, Reading Crises and Learning from Them: Some Critical Realist Reflections*](#)Download Bob Jessop – The Symptomatology of Crises, Reading Crises and Learning from Them: Some Critical Realist Reflections

Media:

- [Jim Rutt Show – Hanzi Freinacht on the Nordic Ideology](#)Links to an external site.
- [Emerge Podcast – Terry Patten on Integral Theory & Metamodernism, Irony & Sincerity, and Why Voting Matters](#)Links to an external site.
- [Jim Rutt Show — Jonathan Rowson on the Anti-Debate](#)Links to an external site.

Media posted on Canvas.

Week Six, August 13, Epistemic and Educational Metacrisis

Live Class: 3:30PM-5:00pm Pacific

Participation: Questions and exercises on the Canvas Forum.

Readings/media:

- Hedlund – Ch. 6
- Zak Stein – *Education in a Time Between Worlds*, Ch. 1–3
- Zak Stein – “Education is the Metacrisis”

Media:

- Emerge Podcast – Zak Stein, *The Metacrisis as a Human Development Crisis*
- Emerge Podcast – Zak Stein, *Opening the Eye of Value*
- Jim Rutt Show – Zak Stein on K-12 Education in the AI Era
- Aubrey Marcus Podcast: Toward A New Story, Vol. 1: In Response To The Meta-Crisis W/ Marc Gafni
- Entangled World Podcast: An Educational Metacrisis w/ Brad Keshner

Media posted on Canvas.

Week Seven, August 20, Existential-Spiritual Metacrisis

Live Class: 3:30PM-5:00pm Pacific

Participation: Questions and exercises on the Canvas Forum.

Readings/media:

• **Read:**

- Hedlund – Ch. 7
- Hedlund – Toward a Unified Science of Spiritual Experience—Visionary Realism and the Ontology of Interiority: Philosophical Commentary on Chatlos’s Framework of Spirituality
- Temple – Intro, Ch. 1-15

• **Media:**

- Entangled World Podcast – Jonathan Rowson, *A Spiritual Metacrisis*
- Emerge Podcast – John Vervaeke & Christopher Mastropietro, *Gnosis and the Meaning Crisis*
- Emerge Podcast – John Churchill on The three strands of awakening

Media posted on Canvas.

Week Eight, August 27, Feminine, Embodied, and Relational Perspectives

Live Class: 3:30PM-5:00pm Pacific

Participation: Questions and exercises on the Canvas Forum.

Readings / Media

Read:

- Tyson Yunkaporta – *All Chapters*
- Samantha Sweetwater – *True Human: Reimagining Ourselves at the End of Our World*, Ch. 2–3
 - *Note: The Sweetwater reading is a special pre-publication draft. Please do NOT circulate or post online.*
- Phoebe Tickell – *Manifesto for Moral Imagination*
- *Optional:* Temple – Ch. 16–27

Media:

- Bayo Akomolafe – “Deep Listening to the Near Future” (*Metadoxos Podcast*)
- Nora Bateson – “A New World Combining” (*Entangled World Podcast*)
- *Optional:* Vanessa Andreotti – “Hospicing Modernity and Rehabilitating Humanity” (*The Great Simplification Podcast*)
- *Optional:* Bonnitta Roy – “6 Ways to Go Meta” (*Emerge Podcast*)
- *Optional:* Schuyler Brown – “Feeling the Metacrisis” (*Entangled World Podcast*)

Week Nine, September 3, Cosmopolitan Localism & Regenerative Praxis

Live Class: 3:30PM-5:00pm Pacific

Participation: Questions and exercises on the Canvas Forum.

Readings/media:

- **Read:**
 - Temple – Ch. 28-42
 - Wolfgang Sachs – *Planet Dialectics* (on cosmopolitan localism)
 - Bayo Akomolafe – *Dear White People*
- **Media:**
 - Emerge Podcast – Rowson (praxis/localism episode)
 - Emerge Podcast – Joe Brewer
 - Emerge Podcast – Bayo Akomolafe

Media posted on Canvas.

Week Ten, September 10, Integration, Synthesis, and Final Presentations

Last Live Class: 3:30PM-5:00pm Pacific

Readings/media:

- **Read:**
 - Johanna Macy – *Active Hope* – all chapters.
- **Media:**
 - Jonathan Rowson – *After the Metacrisis*

Final Presentations: Individually Scheduled.

Deliverable: The final paper for this course invites you to critically summarize the nature, primary impacts, and root causes of the global metacrisis. Drawing on 2-3 integrative, big-picture theorists (such as Zak Stein, Jonathan Rowson, or Nora Bateson), your paper should provide a coherent synthesis that reflects deep engagement with these perspectives. You have two options for the core exploration of your paper: 1) choose a specific dimension of the metacrisis to investigate thoroughly, such as its root causes, philosophical underpinnings, diversity of viewpoints, the meaning crisis, the ecological crisis, AI, cosmopolitan localism, or the potential emergence of a eudaimonistic society; or 2) apply your comprehensive understanding of the metacrisis to a specific domain of practice, such as spirituality, consciousness studies, ecology, technology, or psychotherapy; 3) apply your understanding of metacrisis to the focus of your academic research (e.g., your thesis or dissertation topic) – in other words, how can your research contribute to addressing the metacrisis? Your paper must also include a reflective, first-person phenomenological account detailing your own evolving felt experience of the metacrisis, along with a thoughtful examination of your personal sphere of influence and how you might leverage your insights to become an agent of transformative change. MA students should submit 7-10 pages, while PhD students are required to submit 10-15 pages. Papers must adhere to APA formatting, incorporating at least one peer-reviewed source.

Final Paper Due Sunday, September 14 at midnight Pacific time (Week 10 Ends on Friday September 12).

Assessment is according to the Research Papers Rubric, and the Citations Rubric in the Canvas Shell

Rubrics

Rubrics for the following (and at the level – master's or doctoral for this syllabus) are programmed into your Canvas course shell.

1. ASYNCHRONOUS and SYNCHRONOUS DISCUSSION RUBRICS
2. RESEARCH PAPER GRADING RUBRIC

[Student Resource Center](#)

Academic Policies

Plagiarism

Plagiarism is using someone else's work as your own. Plagiarism means using another person's writing, words, ideas, research, graphics, programs, music, pictures, data, and/or other creative expression without giving the other person full credit.

NOTE: Students must enclose another person's words in quotation marks, cite the appropriate source(s), and give citations when using the ideas of another person, even if those ideas are paraphrased. Any time information from a source is used, it must be cited.

Plagiarism and Academic Integrity:

CIHS maintains a strict Academic Dishonesty Policy. Plagiarism will not be tolerated. Plagiarism may result in an 'F' on an assignment and/or, depending on the severity, generate an Academic Dishonesty report that goes in the student's permanent file. Such a report places the student on academic probation. Papers may be subject to review for plagiarism at any time.

Plagiarism and the Internet:

The Internet has become a very popular resource for information for student assignments. The same rules regarding plagiarism apply to resources found on the internet as they do to a printed source; when students refer to work, writing, words, ideas, and the like or quotes from an internet site, they must cite that source. Many of the same rules apply when using visual information from an internet site; the source of the visual information or graphic must be cited.

Useful Strategies to Avoid Plagiarizing Another Person's Work:

If words, sentences, phrases, and the like are copied from a text, put what is copied in quotation marks. This is especially important when taking notes.

When paraphrasing, do not just rearrange or change a few words. A useful technique is:

1. Read the area to be paraphrased carefully;
2. Cover up the text or close the book or computer page so the words cannot be seen;
3. Write out the idea in your own words without referring back to the words;
4. Check the attempt at paraphrasing against the original text to be sure the same phrases or words have not been used and that the information is accurate.

At times students accused of plagiarism claim that their plagiarism occurred without their knowledge or intent. Since ignorance of this fundamental rule is not a reasonable defense, it is best to become thoroughly familiar with the various ways in which plagiarism can occur and how to avoid plagiarizing someone's work. If there are any doubts or questions, take the responsibility to ask the instructor for clarification.

APA Requirement

All written work (with few exceptions, i.e., lab reports) should be formatted as per APA 7th edition guidelines. See www.apastyle.org

All documents are to be typed, proofed for grammar and spelling errors, Times New Roman 12 pt. font, double-spaced, and prepared in the APA 7th edition format. Required page or word length does not include the cover page or reference page; thus, a minimum three-page paper would be a total of five pages including the cover page and reference page.

Note from CIHS:

If students choose to go outside of the assignment guidelines, they may receive a marked grade reduction and/or no credit for the assignment. Part of the task of becoming an academically proficient reader and writer is to condense and refine your arguments. **Thus, if your instructor states that your assignment is 8-10 pages, you must make your assignment 8-10 pages, not 15.** The task as a student is to rework your research to ensure your paper is within the guidelines of the assignment.

***** All papers must be APA 7th edition formatted with a proper title and reference page. Abstracts not necessary unless otherwise indicated.**

Diversity Statement

California Institute for Human Science (CIHS) is committed to diversity, equity, inclusivity, multiculturalism, and social justice. CIHS seeks to promote, exemplify, and practice respect for the rights and dignity of all people – its students, faculty, staff, and other constituents. The university is committed to ethnic, gender, religious, sexual orientation and identity, cultural, physical, and other forms of diversity and equity, and to the expression of diversity, equity, inclusion, multiculturalism, and social justice in its curriculum, its programs, and its operations. Through this commitment we will advance education, engage and inspire our constituents, and help ensure appreciation for a diverse world that is open to collaborative inquiry, innovative modes of analysis, bold new discoveries, and human wellbeing.

Credit Hour Policy

Students may review the policy online at <https://cihs.edu/accreditation-federal-compliance-indicators/>

CIHS expects courses to demonstrate a minimum of 4 hours per week of **Academic Engagement** activities – e.g., Zoom meetings, required viewing of videos, interaction with instructor and/or students through email, phone, texting, or other media; course-related posting or responding to posts online; course-related exercises, activities, projects; CIHS also expects courses to demonstrate a minimum of 8 hours per week of **Academic Preparation** activities – e.g., reading, studying in preparation for the course.

Class Attendance

The Institute set the following attendance policy. However, the Institute encourages students to participate in all class sessions.

- A. Each student is expected to attend all class sessions.
- B. The minimum required attendance is 75% class and some courses may require more attendance to complete. Students who have not completed a course and do not officially withdraw will receive a grade of “NC” (No Credit) unless they are eligible to receive an “I” (Incomplete) grade.
- C. Students are encouraged to notify their instructor in advance if they expect to miss a class session.
- D. Attendance is maintained with the Canvas LMS system within the Weekly Modules.
- E. It is the student’s responsibility to discuss the instructor’s policy regarding missed work due to absence.
- F. Instructors have the right to issue a warning to any student who shows excessive tardiness, i.e. three instances of arriving at class 30 minutes beyond the start of the class and/or three instances of prematurely leaving class, i.e. leaving the classroom at least 30 minutes prior to the end of the scheduled class session. Continued violation of these class arrival or departure standards will result in an academic advising and counseling meeting with the Dean of Academic Affairs or the Dean of Integral Education, whereby an appropriate disciplinary or corrective action will be determined.
- G. In the online classroom, attendance is measured weekly through an attendance link. Students are required to indicate they are “present” online by participating in the attendance assignment as well as participating in other activities during the week.

Distance Education

CIHS uses a hybrid instructional design that integrates synchronous and asynchronous models, specifically using Canvas. The online learning platform enhances the overall experience of the students by offering the convenience of technology and a “hub” of a classroom/website for each class. This platform is very user-friendly, yet CIHS does require a basic level of computer use proficiency (able to email, type, and upload/download Word documents) to interact and complete courses. CIHS will provide each new student with training materials for the online learning platform. CIHS will also be happy to provide training for faculty and students for the online learning platform, Zoom, or any other academic technology necessary for your course.

Online Attendance Policy

Student attendance in online courses is defined as active participation in the course as described in the individual course syllabus. Online courses will, at a minimum, have weekly mechanisms for student participation no more frequently than daily, which can be documented by any or all of the following methods:

- Completion of tests or quizzes
- Discussion forums
- Submission/completion of assignments
- Communication with the instructor
- Or other course participation

Students are required to log in to each online course by the second day during the week in which the course officially begins, or the day enrolled during late registration to complete the initial introductory postings required in the course. As a component of attendance, student email, course announcements and discussion forums should be checked frequently (daily is recommended). The student is solely responsible for checking updates related to the course.

Regular and Substantive Interaction

Faculty are responsible for providing synchronous and asynchronous engagement with students each week. This is completed in a variety of ways, such as 1) regularly scheduled Zoom class sessions, 2) weekly or every other week discussion board interactions, 3) chat sessions with individuals or groups of students, and 4) emailed feedback on assignments throughout the quarter.

Students are required to be active and engaged in courses. Academic engagement is measured by:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- Submitting an academic assignment;
- Taking an exam, an interactive tutorial or computer-assisted instruction;
- Attending an online study group that is assigned by the school;
- Participating in an online discussion about academic matters; or
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Faculty members are also required to be active and engaged in courses. Faculty are regularly reviewed on their engagement with students in courses through:

- Faculty discussion board posts
- Faculty announcements
- Feedback provided to students
- Faculty login logs and time spent in the course
- Course content to ensure that it is focused on the course subject

Code of Honor

CIHS students must take responsibility to:

- Be on time to each class; be prepared to work; bring required materials and assignments to class.

- Know and follow CIHS policies and follow directions from and the requests of CIHS personnel.
- Be courteous and respectful to the CIHS administration, faculty, staff, students, and the general public.
- Behave in such a way that it does not interfere with or disrupt the education of themselves or others.
- Respect public, CIHS, and personal property.
- Report to CIHS administration any behavior from another person that is inappropriate, not welcome, personally offensive, or that therefore interferes with academic effectiveness.

No Expectation of Privacy

CIHS reserves the right to monitor all use of its electronic resources to ensure compliance with these policies. Users should be aware that they have no expectation of privacy in the use of the Institute's electronic resources. CIHS will exercise this right only for legitimate purposes, including but not limited to ensuring compliance with this procedure and the integrity and security of the system.

Electronic Communications

CIHS' electronic communications are to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, to facilitate the effective business and administrative processes of the Institute, and to foster effective communications within the academic community. Electronic mail, news posts, chat sessions, or any other form of electronic communication must comply with all provisions of this Acceptable Use Policy and all applicable laws and Institute policies affecting the use of e-mail and related systems, including but not limited to responsible use, computer accounts, passwords, data security and integrity, and software licensing.

- CIHS reserves the right to send e-mail to its own users.
- CIHS reserves the right to limit the size of individual mail messages (and attachments) being transmitted through Institute resources.

Student Services

Library

CIHS provides a comprehensive research database to its enrolled students (Library Information Research Network, LIRN) which provides unlimited access to peer reviewed research, journals, periodicals, and the like. CIHS' on-campus library has a limited traditional reference library with some classic psychology, religion, science and philosophy texts as well as graduate dissertations. Students are encouraged to use the prolific academic databases available for scholarly research on the Internet.

Students, depending upon the degree program, may be required to obtain and provide proof of membership at one of the major research libraries in their area. Locally, there is the California State University system, including San Diego State University, and the University of California system. These are publicly financed educational institutions, so it is possible for students to easily access the facilities by purchasing a library card at a nominal fee. In addition, there are private universities in the greater San Diego area that may afford some access to on-site or online resources.

Disability and Accessibility Resources

CIHS—in compliance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 ("ADA," as amended in 2008)—does not discriminate on the basis of disability in recruitment, admission, and access to and administration of its education-related programs and activities, and has an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified.

Qualified students with a documented physical and/or mental disability that substantially impair one or more major life activities are entitled to receive reasonable accommodations that will enable them to participate in and have the opportunity to benefit from all educational programs and activities at the Institute.



Coordinator of Accessibility Resources

The Dean for Student Success at CIHS serves as the Institute's Coordinator of Accessibility Resources. The Coordinator is responsible for addressing the needs of students with disabilities who request accommodations. The Coordinator is also the resource person for students who have questions or desire information regarding disability issues.

Eligibility for an Accommodation

Students are eligible for reasonable accommodation if they have a documented physical or mental disability that substantially impairs one or more "major life activities" and are "otherwise qualified." "Major life activities" include activities such as learning, working, walking, talking, seeing, hearing, performing manual tasks, breathing, concentrating, thinking, communicating, and caring for oneself. Disabled students are "otherwise qualified" if they meet the academic and technical standards requisite for admission or participation in the institution's educational program or activity.