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**EMP 868: Evolutionary Aesthetics: Education,  
Imagination & Social Transformation II** (3 Credits)

**Overview of Course:** This course is an exploration of evolutionary aesthetics, education, and social transformation, and the importance of creativity in education, of education in social transformation, and aesthetic beauty in nature and life.

**Course Topics:** Evolutionary aesthetics, education, imagination, social transformation, aesthetic beauty, nature, consciousness, the creative, energy medicine

**Learning Objectives:** After completing this course participants will have gained an expanded understanding of evolutionary aesthetics, education, imagination, and social transformation; they will have experienced evolutionary aesthetics, education, imagination, and social transformation in new ways; and they will have developed and expanded their ability to work with evolutionary aesthetics, education, imagination, and social transformation in their personal and professional lives.

Audience: Open to all students in the Doctoral program.

## **COURSE DESCRIPTION**

This course is an exploration of evolutionary aesthetics: education as a living process, creativity as a learning process, and social transformation as an evolutionary process. The course explores the importance of creativity in education, of education in social transformation, and of aesthetic beauty in life, nature, the arts and sciences, health and healing, creativity, culture, and evolution. Explorations include research, practicum, written reflection, and dialogue.

## **NEED STATEMENT**

Students will:

- 1) Develop and deepen their awareness of evolutionary aesthetics, education, imagination, and social transformation.
- 2) Be able to utilize the knowledge they have gained about evolutionary aesthetics, education, imagination, and social transformation to extend their own research and therapeutic methods in a healing profession.
- 3) Develop skills needed to identify essential factors pertaining to evolutionary aesthetics, education, imagination, and social transformation.
- 4) Be able to assist clients using the understanding of evolutionary aesthetics, education, imagination, and social transformation they have gained.
- 5) Develop the critical skills they need to use what they have learned about

evolutionary aesthetics, education, imagination, and social transformation knowledgeably.

## **FACULTY-STUDENT COMMUNICATION**

- Telephone Contacts

Students should arrange all telephone communications with the instructor by email beforehand. An initial phone contact to clarify course objectives and develop a schedule should be made prior to beginning the course. This contact should be scheduled within the first few weeks of commencement of the semester. After this, periodic telephone communication can be arranged with instructor. All telephone calls will be at student's expense.

- Communications

It is requested that students stay in weekly or every other week correspondence with the instructor using email. The student should also set up periodic telephone conversations, at their expense, to discuss problems, concerns, or determine the direction of their course work. Students are always encouraged to contact the instructor by email, fax, or telephone whenever a major concern may arise. It should be understood that as mature students, it is the responsibility of the students to stay in contact with their instructors. Students should check email frequently for professor and EMU messages.

Students will normally send communications via email and submit papers as MSWORD format files attached to email messages. Synchronous Internet sessions may be used for chat sessions using Yahoo Messenger Chat or the instructor may be able to set up one-on-one discussions with the student using Skype. Check with your instructor on the type of communications she uses.

- Internet Threaded Discussion: There is also an on-going Internet threaded discussion among the students and faculty for the entire semester which creates a larger feedback mechanism of communication. It may be accessed anytime. The thread page is located at: [http://groups.yahoocom/group/Energy\\_Medicine](http://groups.yahoocom/group/Energy_Medicine)

## **COURSE DELIVERY STYLE**

Distance Education - Coursework is completed at a location determined by the student utilizing a computer that has the ability to play audio and video clips, with Microsoft Office Word, Excel, PowerPoint, Adobe Reader, along with a current web browser, internet connection and email address. Contact and communication with distance students is typically conducted by telephone, Internet, Skype, text

chat, and email. Students are also encouraged to contact the University by facsimiles, and postal mail, and by personal visit to the University.

All lessons, coursework and papers must be copied to lessons@energymedineuniversity.org from both the student and professor.

## **COURSE**

### 1) Reading Assignments

Students will read the following text materials and complete the following course assignments. Alternate materials will be provided for texts that students are already familiar with.

Cameron, Brent. *Self Design. Nurturing Genius Through Natural Learning*. Sentient Publications. Boulder CO. 2006

Fukuoka, Masanobu. *The One-Straw Revolution, An Introduction to Natural Farming*. Other India Press. Mapusa, Goa, India. 1978

Hart, Tobin. *The Secret Spiritual World of Children*. Inner Ocean. Makawao, Maui, HI. 2003

Jensen, Derrick. *Walking On Water. Reading, Writing, and Revolution*. Chelsea Green Publishing Company, White River Junction, VT. 2003

Lieberman, Jacob. *Light, Medicine of the Future. How We Can Use It to Heal Ourselves Now*. Bear and Company Publishing. Santa Fe. 1991

Rosenberg, Marshall B. *Life-enriching Education: Nonviolent Communication Helps Schools Improve Performance, Reduce Conflict, and Enhance Relationships*. PuddleDancer Press. Encinitas, CA. 2003

Schneider, Michael S. *A Beginner's Guide to Constructing the Universe. The Mathematical Archetypes of Nature, Art, and Science: A Voyage From 1 to 10*. Harper Collins Publishers. New York. 1994

Semler, Ricardo. *The Seven-Day Weekend. Changing the Way Work Works*. Portfolio. New York. 2004

or

-----. Maverick. *The Success Story Behind the World's Most Unusual Workplace*. Warner Books. New York. 1993

## 2) Course Paper/Project

Students will conduct research based on secondary and primary source materials and the required texts. From this research, students will write a paper on a specific topic (approved by the instructor). Students may also elect to do a graduate level project.

## 3) Course Review

Students are given a set of assignments, readings, and explorations in preparation for a Course Review. Before the deadline, students schedule with the instructor the time and date for the face-to-face, telephone or Yahoo Messenger Voice or Skype conference. During the review, the instructor will evaluate the knowledge and understanding the student has gained.

## COURSE ASSIGNMENTS

### **Assignment 1. Evolutionary Aesthetics**

Participants will research, explore, and reflect on aesthetic beauty in nature and life, the arts and sciences, health and healing, creativity, culture, and evolution. After completing the reading and visual selection, participants will share their reflections in writing and dialogue. Throughout the course, readings and assignments may be tailored to the participants.

### **Assignment 2. Education, Imagination and Social Transformation**

Participants will begin to research, explore, and reflect on education as a living process, creativity as a learning process, social transformation as an evolutionary process. After completing the reading, they will share their reflections in writing and dialogue.

### **Assignment 3. Imagination**

Participants will research, explore, and reflect on imagination and social transformation. After completing the visual selections, participants will share their reflections in writing and dialogue.

### **Assignment 4. Social Transformation**

Participants will research, explore, and reflect on social transformation. After completing the reading, practicum, and visual selections, they will share their reflections in writing and dialogue.

### **Assignment 5. Living, Learning, and Transformational Processes**

Participants will reflect on living, learning and transformational processes in their own lives. After completing the reading and practicum, they will share their reflections in writing and dialogue.

### **Assignment 6. Consciousness and the Creative**

Participants will apply theory, research and experimentation to immersion in an aspect of the course topic, and Consciousness and the Creative, in consultation with the instructor.

### **Assignment 7. Final paper**

Prepare a scholarly paper of approximately 20 double-spaced typewritten pages using the appropriate style manual. Papers will focus upon a specific aspect of the course. Evaluation will be based on content and the use of source material, also grammar, spelling, and originality. Students may also have the option of designing a research project.

### **Assignment 8. Course Review**

The Course Review will be given by telephone (or other means) and will cover the assignments. Students will negotiate the timing of the review.

## **INDIVIDUALIZATION OF STUDENT ASSIGNMENTS**

Each research project will be chosen by the student to best support their individual professional goals, yet each student will also benefit from seeing the fruits of all fellow students' research and providing professional criticism of each others work.

Each student will be afforded the opportunity of writing on a subject that is related to his or her field of interest. This will assist the student in making each paper individualized. Also the student is encouraged to go outside the field and obtain research data from other interdisciplinary areas. Each student, based on his or her background, will be encouraged to transfer that theoretical information which the course provides into a practical format in the final paper or project.

## COURSE EVALUATION

The course grade will be based upon student participation, the promptness of postings, the satisfactory completion of all coursework, the quality of the research paper or project, and the course review, in consultation with the instructor.

## SPECIAL NOTES AND INSTRUCTIONS

All coursework must be completed in a timely fashion. Students are encouraged to phone or e-mail the instructor whenever they need advice, comments, or instruction.