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EMP 736: Functional Medicine 1:

An Alternative Paradigm View of Nature (3 Credits)

Overview

The course will provide readings in a paradigm of investigating nature that is neither mystical or mechanistic, the usual modes modern man has of acquiring knowledge. Functional thinking, which stresses subjectivity as a primary mode of apprehending reality, was utilized by the alchemists of the Middle Ages, became the focus of Wolfgang Goethe's approach to nature, and was formalized by the physician and scientist, Wilhelm Reich in the 20th Century. The student will read the writings of these investigators and others who contributed to this alternative paradigm. An opportunity to do experimental work will also be provided at the Orgone Biophysical Research Laboratory in Ashland, Oregon.

Course Topics

- Perennialism - The relationship between man and external reality.
- Goethe's Science, emphasizing subjectivity in the investigation of nature.
- Modern Theories of "vital energy", Bergson, Dreisch, subtle energy.
- The Origin of Life from vitalism through mechanism to functional concepts.
- Wilhelm Reich's discoveries in the nature of emotions, the origin of life, the discovery of "orgone energy", organomic biophysics and cosmology.
- Contemporary research and thought on consciousness: the work of Jahn and Dunne at the PEAR laboratory in Princeton, N.J.
- Functional Art and Architecture.
- Functional Ecology.

Learning Objectives

The goal of the course is to provide the student with a mode of thought and investigation that is a viable, potentially more productive alternative to mechanism or mysticism, an alternative that can provide a truer, deeper understanding of Man and nature.

Audience

Open to all students in the Masters and Doctorate Program

Course Description

From about 3000 BC to the 1600's a mode of thought originally named "perennial philosophy" by the philosopher Leibniz and later resurrected by Aldous Huxley, was a major, if not the principle, way of understanding Man and nature. According to Woodhouse, "Perennialism encompasses two relatively independent traditions whose main principles converge. One tradition springs from the experiences of both Eastern and Western mystics and spiritual leaders, supplemented at times with substantial philosophical insight and argument. The other tradition, which I shall term the 'Occult Wisdom' centers around the teachings of psychically gifted individuals or groups whose connection with recognized religious traditions is marginal. Both traditions stress the existence of irreducible and interpenetrating dimensions beyond the physical, a Godhead, spiritual evolution, and the interconnectedness of all things."¹ However, with the

¹Woodhouse, M. B. 1996. *Paradigm Wars*, 95. Berkeley, CA: Frog, Ltd.

Renaissance and the work of Galileo, science has, with a few exceptions, pursued an increasingly mechanistic direction eschewing all explanatory causes of action except for the movement of atoms within a void. This reductionistic philosophy and practice has held sway in mainstream science until the present day.

Perennialism, did manage to survive, however, although mostly “underground” into our present age, carried forward by independently thinking scientists, philosophers, and physicians. While mechanism maintains that the investigator’s subjective states must be discounted in order to obtain an accurate understanding of reality free of the distortions of the thought processes of the scientist, those operating with the perennial point-of-view hold that subjectivity not only must not be eliminated from the scientific equation, but must necessarily be included, indeed must be paramount. It is not that objectivity and objectification through experimentation should be ignored, but objectification should only be conducted after one has a deep subjective appreciation of the object under investigation. Scientists who espoused perennialism or something akin to it, without necessarily naming their practice as such, included scholars such as Goethe and Rudolph Steiner and in our modern era the physician and scientist, Wilhelm Reich. In this course we will focus primarily on Reich’s work, but include the writings of other perennial thinkers, some who pre-dated and influenced Reich, and others who arrived at their point-of-view after Reich and independently of him.

The course will consist of two parts, taken consecutively. The first part will explore the writings of Reich, students of orgonomy, and other scientists and scholars. The second part, for doctoral students who can manage it logistically, will be a one week study at the Orgone Biophysical Research Laboratory (OBRL) in Ashland, Oregon, where the student will replicate experiments originally performed by Reich in his elucidation of his discovery of “life energy.” While there the student will conduct his own, original exploration of some facet of Reich’s work. Those who cannot work at the OBRL may be able to be mentored in a research project by a local scientist who has experience in orgonomic biophysics.

Need Statement

Students will come to realize that there are alternative ways to apprehend and understand information than the traditional mechanistic or mystical modes. This functional methodology based upon ancient perennial philosophy permits a new way of going about investigation and a truly holistic interpretation of one’s results. The student will come to understand the importance of oneself as an instrument of investigating nature and the necessity of keeping this instrument “clean” and “sharp” and some of the ways that this can be accomplished. Through the readings the student will learn important facts that are not generally available in main-stream literature and how entire “underground” systems of knowledge exist that permit a deep understanding of nature. In the process of their studies students will find themselves being transformed in the sense of losing rigidities of thought and feeling and gaining new perspectives.

Faculty-Student Communications

Students will contact me at RABlasband@sbcglobal.net to arrange for telephone contact at 415-331 2536 or personal contact at my office in Sausalito, California, USA.

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@energymedicineuniversity.org from both the student and professor.

- 1) Students will read the course assignments and text materials described below.
- 2) Email Contact. For any questions or reflections on the course material.

Assignment 1. Students are required to write a 6-10 page, double-spaced discussion style paper in 12 pt. font on “Readings on science and reality”:

- Belief Systems, Science, and the Invention of Reality²
- Mechanistic materialism³
- The Thematic Imagination in Science⁴
- Scientific Revolutions⁵
- The Search for a Master Paradigm: Systems Holism and the Perennial Philosophy⁶
- Consciousness and the New Physics^{7,8}
- Beyond Dualism and Materialism⁹
- Inference and Scientific Exploration¹⁰

Assignment 2. Goethe and Steiner:

- The Wholeness of Nature¹¹
- The Nature of Substance¹²
- The Mystery of Physical Life¹³

²Casti, J. L. 1989. *Paradigms Lost*, 1–67. N.Y.: William Morrow and Co.

³Lange, F. A. 1879. *The History of Materialism*. N.Y.: Arno Press (1974).

⁴Holton, G. 1988. *Thematic Origins of Scientific Thought*, 1–52. Cambridge: Harvard University Press.

⁵Kuhn, T. S. 1962. *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

⁶Woodhouse, *Paradigm Wars*, 71–104.

⁷Steiner, R. 2000. *Nature's Open Secret*, vii-81, 219–301. U.S.: Anthroposophic Press.

⁸Woodhouse, *Paradigm Wars*, 152–81.

⁹Woodhouse, *Paradigm Wars*, 182–204; Bergson, H. 1911. *Creative Evolution*, 1–79. Mineola, N.Y.: Dover

Publications, Inc.; Lockley, M. 2005. The Intelligent Universe Paradigm: Red Herrings and Red Heresies in the “Intelligent Design” Debate. *NetworkReview, Journal of the Scientific and Medical Network*, Summer, 5–9; Schad, W. 1985. Scientific Thinking as an Approach to the Etheric. In *Toward a Phenomenology of the Etheric World*, J. Bockemuhl, 163–97. Spring Valley, N.Y.: Anthroposophic Press.

¹⁰Aickin, M. 2005. Inference and Scientific Exploration. *Journal of Scientific Exploration* 19(2), Summer:153–58.

¹¹Bortoft, H. 1996. *The Wholeness of Nature*. U.S.: Lindisfarne Press.

¹²Hauschka, R. 1950. *The Nature of Substance*, 1–45. London: Vincent Stuart, Ltd.

- Man or Matter¹⁴
- Light and Color¹⁵
- Steiner on Goethe¹⁶
- Goethe on Color¹⁷
- Influence of Steiner on Education¹⁸

Assignment 3. A Critique of Two Foundations of Mechanistic Science:

- The Origin of Life^{19,20,21}
- The Empty Cosmos^{22,23}

Assignment 4. Wilhelm Reich's work on Character and Society

- Development of characteranalytic psychotherapy²⁴
- Psychiatric Orgone Therapy²⁵
- The Mass Psychology of Fascism²⁶
- Functional Sociology^{27,28}

Assignment 5. Reich's Discovery of Orgone Energy, the "life energy".

- Bions and the origin of life^{29,30}
- Life as a spontaneously pulsating sac of life energy^{31,32}

Assignment 6. Orgone Physics

- Anomalous thermal and electroscopic discharge rates in an orgone energy accumulator³³
- The oranur experiment and anomalous Geiger-Mueller reactions³⁴

¹³Watson, E. G. 1964. *The Mystery of Physical Life*, 25–75. Trowbridge, Wilts: Lindisfarne Press.

¹⁴Lehrs, E. 1958. *Man or Matter*, 23–77. London: Faber and Faber, Ltd.

¹⁵Zajonc, A. 1993. *Catching the Light*, 181–224. New York: Bantam Books.

¹⁶Steiner, *Nature's Open Secret*, 1–208.

¹⁷Goethe, J. W. 1840. *Theory of Colors*. Cambridge: MIT Press.

¹⁸Miller, J. P. 2000. *Education and the Soul*. Albany: State University of New York.

¹⁹Hume, E. D. 1947. *Bechamp or Pasteur*. Ashindon, Rochford, Essex: C.W. Daniel Co. Ltd.

²⁰Farley, J. 1974. *The Spontaneous Generation Controversy from Descartes to Oparin*. Baltimore: The John Hopkins University Press.

²¹Strick, J. F. 2000. *Sparks of Life*. Cambridge: Harvard University Press.

²²DeMeo. 2005. A Dynamic and Substantive Cosmological Ether. *Galilean Electrodynamics* <http://www.orgonelab.org/DynamicEther.pdf>.

²³DeMeo, J. 2004. Dayton Miller's Ether-Drift Experiments: A Fresh Look. [Htp://www.Orgonelab.Org/miller.Htm](http://www.Orgonelab.Org/miller.Htm).

²⁴Reich, W. 1942. *The Function of the Orgasm*, 94–163. N.Y.: Orgone Institute Press.

²⁵Reich, *The Function of the Orgasm*, 221–330; Reich, W. 1949. *Character Analysis*, 357–97. N.Y.: Orgone Institute Press.

²⁶Reich, W. 1946. *The Mass Psychology of Fascism*. N.Y.: Orgone Institute Press.

²⁷Reich, W. 1945. *The Sexual Revolution*. N.Y.: Orgone Institute Press.

²⁸Reich, W. 1953. *People in Trouble*. Rangeley: Orgone Institute Press.

²⁹Reich, W. 1948. *The Cancer Biopathy*, 1–63. N.Y.: Orgone Institute Press.

³⁰Lewontin, R. 1991. *Biology as Ideology*. N.Y.: HarperPerennial.

³¹Reich, *The Function of the Orgasm*, 326–52.

³²Burr, H. 1972. *Blueprint for Immortality*, 61–79. London: Neville Spearman.

³³Reich, *The Cancer Biopathy*, 70–127.

- Cosmic Superimposition of streams of orgone energy³⁵

Assignment 7 Orgonomic Functionalism^{36,37,38,39}

Assignment 8 Functional Art, Architecture, and Ecology:^{40,41,42}

Assignment 9 Contemporary Studies on Consciousness and Life Energy

- Jahn & Dunne's experimental work at Princeton with random event generators (REG) and Remote Viewing^{43,44}
- Blasband's experiment with emotional expression and the REG⁴⁵
- Subtle Energy⁴⁶
- Cases of healing by conscious intention using the Levashov Method.⁴⁷

Assignment 10

Masters students are required to write a 10-page minimum, double-spaced scholarly paper in 12 pt. font on any one of Reich's works comparing it with complimentary views in contemporary mechanistic or mystical schools. For example, Reich's view of the cosmos being filled with a vital energy, orgone energy, could be compared with mechanistic mainstream views of space as "empty".

Assignment 11

Final Examination: To be given either in person or by telephone and will cover the reading assignments.

Course Grading Determinants

Reading required texts and discussion of the material via e-mail or telephone will provide 40% of the grade.

Course paper or project -30%

³⁴Reich, W. 1951. The Oranur Experiment. *Orgone Energy Bulletin* 3(4), October:185–344.

³⁵Reich, W. 1951. *Cosmic Superimposition*. Orgonon, Rangeley, Maine: The Wilhelm Reich Foundation.

³⁶Reich, W. 1949. *Ether, God, and Devil*. Orgonon, Rangeley, Maine: Orgone Institute Press.

³⁷Reich, W. 1952. Orgonomic Functionalism. Part 2. *Orgone Energy Bulletin* 4(4), 1952 October:186–97.

³⁸Reich, W. 1950. Orgonomic Functionalism. Part 2 (Cont.). *Orgone Energy Bulletin* 2(2), 1950 April:49–63.

³⁹Reich, W. 1950. Orgonometric Equations: 1. General Form. *Orgone Energy Bulletin* 2(4), 1950 October.

⁴⁰Hale, J. 1994. *The Old Way of Seeing*. N.Y.: Houghton Mifflin Co.

⁴¹Hale, N. C. 1972. *Abstraction in Art and Nature*. N.Y.: Watson-Guptill Publications.

⁴²Devereux, P. 1996. *Revisioning the Earth*. N.Y.: Simon and Schuster.

⁴³Jahn, R. G., and B. J. Dunne. 1988. *Margins of Reality: The Role of Consciousness in the Physical World*. New York: Harper, Brace, and Jovanovich; Jahn, R. G., and B. J. Dunne. 2001. A Modular Model of Mind/Matter Manifestations(M5). *Journal of Scientific Exploration* 15(3):299–331.

⁴⁴McTaggart, L. 2001. *The Field*, 101–22. N.Y.: HarperCollins.

⁴⁵Blasband, R. A. 2000. The Ordering of Random Events by Emotional Expression. *Journal of Scientific Exploration* 14(2), Summer:195–216.

⁴⁶Gerber, R. 1988. *Vibrational Medicine*. Santa Fe: Bear & Co.

⁴⁷Koopman, B. G., and R. A. Blasband. 2005. Psychic Healing and the Anisotropic Universe. *Subtle Energies and Energy Medicine* 14(2):103–33.

Essay Examination -30%

A passing grade is 70%. The instructor will assign all other above-passing grades in a functional manner depending upon a mix of his subjective perception of how well the student truly understands the material, the quality of his course paper or project, and the quantitative evaluation of his essay examination.

Course Completion Timetable

<u>Assignment</u>	<u>Week</u>
1	1,2
2	3
3	4
4	5
5	6
6	7,8
7	9,10
8	11
9	12
10	13-15
11	16

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. If possible, all students should send instructors a short bio and photograph for their files.

References below are required reading. The information may be supplemented by readings from the other references.

References

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Http://www.Orgonelab.Org/miller.Htm.
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- , 1946. *The Mass Psychology of Fascism*. N.Y.: Orgone Institute Press.
- , 1948. *The Cancer Biopathy*. N.Y.: Orgone Institute Press.
- , 1949. *Character Analysis*. N.Y.: Orgone Institute Press.
- , 1949. *Ether, God, and Devil*. Orgonon, Rangeley, Maine: Orgone Institute Press.
- , 1950. Orgonometric Equations: 1. General Form. *Orgone Energy Bulletin* 2(4), 1950 October.
- , 1950. Orgonomic Functionalism. Part 2 (Cont.). *Orgone Energy Bulletin* 2(2), 1950 April:49–63.
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- , 1951. The Oranur Experiment. *Orgone Energy Bulletin* 3(4), October:185–344.
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- , 1953. *People in Trouble*. Rangeley: Orgone Institute Press.
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