

CSIIIE Project – *Integral-R*¹
Department of Integral & ‘Fear’ Studies (DIFS)

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General AREAS OF INTEREST

DIFS visionary components are captured somewhat in the following:

“The future belongs to the institution that both recognizes and creates a market for a new boundaryless, fearless pedagogy, clearly distinct from the process of [excessive authoritative] evaluating and giving credentials [credentialism].”

– J. J. O’Donnell (1998, p. 187)²

“Take perhaps the three outstanding world problems at this time: environmental, economic, and cultural.... Nothing less than worldcentric [integral] or global methodologies are even capable of grasping the nature and extent of these issues, let alone solving them.”

- Ken Wilber (2010, p. 432)³

“the real problem is not exterior. The real problem is interior.... how to get people to internally transform from (3) Tj ET Q q 0.24 0 0 -0.24 11 782 5fQ Q q.T 27 -45 480 1373 Tm /F[Tf (“

Our department is dedicated to the study of the most critical world problems (e.g., “Culture Wars”) examining them within the context of an emerging Integral Age option, if not imperative; where a revolution of perspective is altering the way we see and construct ourselves, knowledge, power, and solutions to our problems created from perspectives not of an Integral Age. Our focus is to create, synthesize, critique, and work with global methodologies and meta-theories (and their measurement of validity) appropriate to effective solutions and/or at least undermining the cycle of destructivity to the point where it is slowed down to allow for more research and experimentation with better options and solutions. We take “Integral” (“integral”) as a critical concept and reality worthy to this task, and we assert that the Human Fear Problem is equally important to the more commonly recognized ones. Our department is thus based on a path of fearlessness in terms of inquiry and rigor, nothing less will do. We look to attract leaders of all kinds, activists, educators, therapists, caregivers, managers, parents, etc. and especially for young people to co-construct a unique emancipatory education for the 21st century that trfTj il1a9s “new boundaryless fearless pedagogy.”

1.0 INTEGRAL STUDIES (ISs): CURRICULUM & PEDAGOGY

- 1.01 research and refine the core explicit and implicit “integral task” for a post-9/11 era
- 1.02 comparative assessment of various kinds of ISs curriculum and pedagogy to complement CSIIIE and/or forge a unique CSIIIE with market competitive

