

VOLUME 2, ISSUE 2

APRIL 2005

*California Institute of Integral Studies*

**EWP530: CRITICAL THINKING AND WRITING IN INTEGRAL STUDIES**

Fall 1998 (3 units). Tuesdays 10:45-1:15

Instructor: Jorge N. Ferrer. Tel. (415) 674-5500x125; email: [JorgeNF@aol.com]

**Course Description:**

This course provides an introduction to critical thinking, academic writing, and research skills in the context of a spiritually oriented scholarship. We will discuss argumentative and dialogical models of discourse, the elements of critical thinking (argument analysis, evaluation of claims and assumptions, fallacies, etc.), and the foundations of scholarly research and writing (the structure of a paper, APA Publication Manual, library research skills, etc.). Students will apply the learned skills to the research, writing, and discussion of the following topics: (1) Critiques of transpersonal psychology; (2) critical thinking and religious faith; (3) spiritual inquiry and skepticism; (4) critical thinking and spiritual authority; and (5) spirituality, scholarship, and criticism.

**Summary of Educational Purpose:**

The main purpose of this course is to provide students with the basic skills needed to critically think, discuss, and carry out integral research. Learning to think, discuss, and write with logic, passion, and clarity is fundamental not only for academic excellence, but also for psychological and spiritual growth.

**Learning Objectives:**

After completing this course, students will be able to:

1. Think, discuss, and write critically about academic and everyday issues.
2. Carry out research and writing making use of library resources and scholarly standards of style.
3. Develop a critical, rigorous, and dialogical approach to spiritual inquiry.

**Learning Activities:**

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|---|-----|
| 1. Cognitive/didactic (lecture):                      | 30% |
| 2. Practical/applied (dialogue, class presentations): | 60% |
| 3. Experiential (meditation, group process):          | 10% |

**Criteria for Evaluation:**

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| 1. Mid-term assignment (4-6 pages):        | 20% |
| 2. Final research paper (8-12 pages):      | 40% |
| 3. Class participation, dialogical skills: | 40% |

### **Grading Options:**

Letter Grade, Pass/Fail, or as allowed by the department.

### **Required Texts:**

1. American Psychological Association. (1994). Publication manual of the American Psychological Association. (4th ed.). Washington, DC: APA.
2. Booth, W. C., Colomb, G. G. & Williams, J. M. (1995). The craft of research. Chicago: The University of Chicago Press. (BCW)
3. Reader of articles, available at Photo Day (3512 Geary Blvd. San Francisco, CA 94118. Tel: 387-4779. Fax: 387-6326).

NOTE: The APA Publication Manual serves as a reference text to be used throughout the course. The rest of readings will be assigned weekly as described in the Course Schedule.

### **Recommended Readings:**

1. Rasool, J., Banks, C. & McCarthy, M. (1996). Critical thinking. Reading and writing in a diverse world. (2nd ed.). Belmont, CA: Wadsworth Publishing Company.
2. Roth, A. (1995). The research paper. Process, form, and content. (7th ed.). Belmont, CA: Wadsworth Publishing Company.

For students of religious studies:

3. Penaskovic, R. (1997). Critical thinking and the academic study of religion. Atlanta, GE: Scholars Press.

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## Course Schedule and Reading List Critical Thinking and Writing in Integral Studies

### **1. September 15. Introduction: Inquiry and Transformation**

What is critical thinking? Towards an expanded view of academic inquiry. Scholarship and spirituality. Participatory learning communities. Dialogical inquiry as spiritual practice. Fundamentals of the practice of dialogue. Overview of the course and students introductions.

- Readings:**
- BCW, chapter 1: “Thinking in Print” (pp. 6-11).
  - Paul, Richard, “Critical Thinking in North America” (pp. 18-43). (In reader).
  - Sharp, Ann Margaret, “Self-Transformation in the Community of Inquiry” (pp. 36-47). (In reader).
  - Ferrer, Jorge, “Dialogical Inquiry as Spiritual Practice.” (Handout provided in class).

### **2. September 22. Elements of Critical Thinking I: Arguing Well**

The structure of an argument: Claims, evidence, and warrants. Types of arguments. Induction and deduction. Descriptive and normative arguments. Evaluation of arguments. Group practice on argument analysis (Wilber-Heron’s articles).

- Readings:**
- BCW, chapters 4, 7-10: “From Questions to Problems,” “Making Good Arguments,” “Claims and Evidence,” “Warrants,” “Qualifications” (pp. 48-63; 85-148).
  - Rottenberg, Annette, “Induction, Deduction, and Logical Fallacies,” “Evaluation of Evidence and Warrants”(pp. 207-216; 115-129; 151-159). (In reader).
  - Wilber, Ken, “Eye to Eye. Integral Philosophy and the Quest for the Real” (pp. 80-95). (In reader).
  - Heron, John, “Spiritual Inquiry: A Critique of Wilber” (pp. 1-8). (In reader).

### **3. September 29. Elements of Critical Thinking II: Fallacies**

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Faulty reasoning. Types of fallacies. The appeals of fallacious reasoning. Fallacies and integral inquiry: Does an expanded view of inquiry call for a revisioning of traditional fallacies? Group practice on identification of fallacies (Wilber-Heron's articles).

- Readings:**
- Rottenberg, Annette, "Induction, Deduction, and Logical Fallacies" (pp. 222-236) (In reader).
  - Kahane, H., "Fallacious Reasoning," "Impediments to Cogent Reasoning," "Evaluating and Constructing Extended Arguments" (pp. 55-57; 75; 95-96; 108-127; 158-160) (In reader).
  - Hinman, Lawrence M., "Are Appeals to the Emotions Necessarily Fallacious?" (pp. 53-62). (In reader).

#### **4. October 6. Introduction to Research**

Introduction to research. Research paradigms. Types of research and scholarship. Plagiarism. Overview of library and research resources. Survey of academic journals. Visit to the library and practice with PSYLIT, Philosopher's Index, Melvyl, etc.

- Readings:**
- Braud, William & Rosemarie Anderson, "Conventional and Expanded Views of Research," "Synopsis of Transpersonal and Conventional Approaches to Research" (pp. 3-26; 257-283). (In reader).
  - BCW, chapters 5-6: "From Questions to Sources," "Using Sources" (pp. 64-84).
  - Roth, Audrey, "Recording Information" (pp. 100-110). (In reader).

#### **5. October 13. Scholarly Writing I**

Theoretical, research, and review papers. The structure of a paper. Getting started. Feminist scholarship and embodied writing. Including body and heart in thinking and writing.

- Readings:**
- BCW, part four: "Prologue," "Pre-Drafting and Drafting," "Revising Your Organization and Argument," "Revising Style," "Introductions" (pp. 149-174; 201-254). (In reader).
  - hooks, bell, "feminist theory: a radical agenda," "feminist scholarship: ethical issues," "towards a revolutionary feminist pedagogy" (pp. 35-54). (In reader).
  - Jaggar, Allison M., "Love and Knowledge: Emotions in Feminist Epistemology" (pp. 145-171). (In reader).
  - Lipman, Matthew, "Caring as Thinking" (pp. 1-13). (In reader).

#### **6. October 20. Scholarly Writing II**

Writing as spiritual practice. Thesis statement and outlines. The APA style. Dialogical inquiry on critiques of transpersonal psychology (May-Schneider's articles): Are these critiques of transpersonal psychology justified? Are the authors employing any fallacious reasoning? Why? How would *you* back up or respond to these critiques?

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- Readings:**
- Roth, Audrey, “Starting the Research Paper,” “Deciding on an Approach,” “Thesis Statement and Outlines,” “APA and Other Styles” (pp. 1-9; 48-53; 131-135; 142-150; 246-271). (In reader).
  - Metzger, Deena, “Writing as a Spiritual Practice” (pp. 183-244). (In reader).
  - May, Rollo, “Transpersonal or Transcendental?” (pp. 87-90). (In reader).
  - Schneider, Kirk J., “A ‘Centaur’ Response to Wilber and the Transpersonal Movement” (pp. 196-216). (In reader).

## **7. October 27. Applying Critical Thinking I: Critiques of Transpersonal Psychology**

Dialogical inquiry on critiques of transpersonal psychology (Ellis-Wright’s articles): Are these critiques of transpersonal psychology justified? Are the authors employing any fallacious reasoning? Why? How would *you* back up or respond to these critiques?

- Readings:**
- Ellis, Albert, “Fanaticism That May Lead to a Nuclear Holocaust: The Contributions of Scientific Counseling and Psychotherapy” (pp. 146-151). (In reader).
  - Wright, Peggy. A., “Bringing Women’s Voices to Transpersonal Theory” (pp. 3-10). (In reader).

## **- MID-TERM ASSIGNMENT DUE!**

## **8. November 3. Applying Critical Thinking II: Critical Thinking and Religious Faith**

Dialogical inquiry on critical thinking and religious faith: Is there any incompatibility between critical thinking and religious faith? Is critical thinking in spiritual inquiry an obstacle to be overcome or a tool to be refined? Do spiritual claims need to withstand the challenges of critical thinking? Is the underlying logic of critical thinking somehow transcended in the spiritual life? Is critical thinking merely “rational” while spirituality is “trans-rational,” i.e, beyond rationality?

- Readings:**
- Reinsmith, William, “Religious Life and Critical Thought: Do They Need Each Other?” (pp. 66-73). (In reader).
  - Weinstein, Jack R., “Three Types of Critical Thinking About Religion: A Response to William Reinsmith” (pp. 79-88). (In reader).
  - Reinsmith, William, “A Brief Response to Jack Russell Weinstein” (pp.89-90). (In reader).
  - Carrier, Richard C., “Do Religious Life and Critical Thought Need Each Other? A Reply to William Reinsmith” (pp. 67-75). (In Reader).

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- Davidson, Bruce W., “Does Religious Faith Mean Uncritical Thinking?: Exploration of a False Dilemma” (pp. 55-66). (In reader).

## **9. November 10. Applying Critical Thinking III: Spiritual Inquiry and Skepticism**

Dialogical inquiry on skepticism and spirituality. Can spiritual knowledge be rationally justified? Are beliefs in spiritual realities warranted? Is skepticism about spiritual matters justified or dogmatic? Do spiritual claims need to fulfill the validity standards of science? Can spiritual knowledge be verified or falsified? What constitutes genuine spiritual inquiry? What can be adequate criteria to establish the validity of spiritual knowledge claims?

- Readings:**
- Kurtz, Paul, “The Appeal to Mysticism” (pp. 91-105). (In reader).
  - Evans, Donald, “Two Dogmas of Skepticism Concerning Spiritual Reality,” “Positivism and the Genuinely Spiritual” (pp. 101-123; 147-167). (In reader).
  - Rothberg, Donald, “Spiritual Inquiry” (pp. 2-12). (In reader).
  - Ferrer, Jorge, “Speak Now or Forever Hold Your Peace” (pp. 53-67). (In reader).
  - Wilber, Ken, “Response to Jorge Ferrer’s ‘Speak Now or Forever Hold Your Peace’” (pp. 1-3). (In reader).

## **10. November 17. Applying Critical Thinking IV: Critical Thinking and Spiritual Authority**

Dialogical inquiry on spiritual authority. Where does authority about spiritual matters reside? In scripture? In tradition? In revelation? In reason? In inner experience? Are the so-called “revealed” scriptures authoritative about spiritual matters? Are the different spiritual revelations compatible? Is all external spiritual authority projected? Who qualifies as an adequate epistemic source in spiritual matters? Are all “ad hominem” arguments fallacious in the assessment of spiritual claims?

- Readings:**
- Holdrege, Barbara, A., “Introduction” (pp. 1-19). (In reader).
  - Heron, John, “Spiritual Inquiry and Projected Authority,” “Spiritual Inquiry and the Authority Within” (In reader).
- CASE STUDY: Inner experience versus scripture as spiritual authority in Advaita Vedanta: A contemporary discussion: (*Optional Reading*)
- Rambachan, Anantanand, “Where Words Fail: The Limits of Scriptural Authority in the Hermeneutics of Contemporary Advaita” (pp. 361-371). (In reader).
  - Sharma, Arvind, “Feature Review of Accomplishing the Accomplished, by Anantanand Rambachan” (pp. 737-744). (In reader).

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- Rambachan, Anantanand, “Response to Professor Arvind Sharma” (pp. 721-724). (In reader).
- Sharma, Arvind, “A Reply to Anantanand Rambachan” (pp. 105-113). (In reader).

## **11. November 24. Applying Critical Thinking V: Spirituality, Scholarship, and Criticism**

Dialogical inquiry on spirituality, scholarship, and criticism. What does it mean to do an spiritually oriented scholarship? Does the transpersonal vision have implications for academic writing and argumentation? Do we need new metaphors for transpersonal scholarship? Can academic research become a transformative spiritual practice?

- Readings:**
- McDermott, Robert, “The Need for Philosophical and Spiritual Dialogue” (pp. 8-9). (In reader).
  - Wilber, Ken, “Shaking the Spiritual Tree” (pp. 30-31). (In reader).
  - McDermott, Robert, “Toward Transpersonal Philosophizing” (pp. 44-45). (In reader).

## **12. December 1. Final Considerations**

Concluding remarks on spirituality and scholarship.

- Readings:**
- Barnard, G. William, “Transformations and Transformers: Spirituality and the Academic Study of Mysticism” (pp. 256-60). (In reader).

**- FINAL PAPER DUE!**

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## ASSIGNMENTS

All papers should be written according to the APA Publication Manual (4th ed.). Please remember to:

- Include a cover-page with the title of the paper, your name, and course title.
- Include references.
- Number the pages, use double-spacing, staple, and, if you are using a computer, write with the “Courier” or “Times New Roman” font.

### 1. MID-TERM PAPER (4-6 pages):

(1) Read *one* of the following critiques of transpersonal psychology: “Spiritual inquiry: A critique of Wilber,” by John Heron; “Transpersonal or transcendental?,” by Rollo May; “The deified self: A ‘centaur’ response to Wilber and the transpersonal movement,” by Kirk Schneider; “Fanaticism that may lead to a nuclear holocaust: The contributions of scientific counseling and psychotherapy,” by Albert Ellis; or “Bringing women’s voices to transpersonal theory,” by Peggy Wright.

(2) Following the APA style, write a brief report (4-6 pages):

- (i) identifying the main argument, claims, supporting evidence, and assumptions of the paper (What assertions the author makes? What evidence the author offers to support his or her claims? Is there any hidden assumption upon which the argument is made?);
- (ii) evaluating the validity of the argument, evidence, and warrants (Does the argument establish its conclusion? Is there any fallacious reasoning involved? Is the evidence relevant or sufficient? Are the premises well justified?); and
- (iii) conclude by constructing a short argument stating why *you* think and feel the main thesis of the paper is right or wrong.

(3) These critiques (except Heron’s) have been responded to by different authors in the same journal in which they appeared. Go to the library and search for these rejoinders. At the end of your report, write the references of these articles according to the APA style.

### 2. FINAL PAPER (8-12 pages)

Select *one* of the topics discussed in class during weeks 7-11 (“critiques of transpersonal psychology,” “critical thinking and religious faith,” “spiritual inquiry and skepticism,” “critical thinking and spiritual authority,” or “spirituality, scholarship, and criticism”), and write a paper on a theme of your choice. The paper should:

- (i) clearly state your thesis, your supporting evidence, and the warrants of your argument;
- (ii) qualify your argument and address one or more possible objections;

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(iii) make use of some extra references (books or journal articles) relevant to your argument.

(If you want to write your final paper about a different topic or in a different style, please talk with the instructor.)

**COURSE READER**  
**“CRITICAL THINKING AND WRITING IN INTEGRAL STUDIES”**  
**Contents**

1. Paul, R. (1990). Critical thinking in North America. In Critical thinking: What every person needs to know to survive in a rapidly changing world (Edited by A.J.A. Binker, pp. 18-43). Rohnert Park, CA: Sonoma State University.

2. Sharp, A. M. (1996). Self-transformation in the community of inquiry. Inquiry: Critical Thinking Across the Disciplines, 16(1), 36-47.

3. Rottenberg, A. T. (1994). Induction, deduction, and logical fallacies. Evaluation of evidence and warrants. In Elements of argument (4th ed., pp. 207-216; 115-129; 151-159; 222-236). Boston, MA: Bedford Books of St. Martin's Press.

4. Wilber, K. (1997). Eye to eye. Integral philosophy and the quest for the real. In The eye of spirit (pp. 80-95). Boston: Shambhala.

5. Heron, J. (1996). Spiritual inquiry: A critique of Wilber. Collaborative Inquiry, 18, 2-10.

6. Rottenberg, A. T. (1994.) Induction, deduction, and logical fallacies.” In Elements of argument (4th ed., pp. 222-236.). Boston, MA: Bedford Books of St. Martin's Press.

7. Kahane, H. (1995). Fallacious reasoning. Impediments to cogent reasoning. Evaluating and constructing extended arguments. In Logic and contemporary rhetoric (7th ed., pp. 55-57; 75; 95-96; 108-127; 158-160.). Belmont, CA: Wadsworth Publishing Company.

8. Hinman, L. M. (1995). Are appeals to the emotions necessarily fallacious? Inquiry: Critical Thinking Across the Disciplines, 15(1), 53-62.

9. Braud, W. & Anderson, R. (1998). Conventional and expanded views of research. Synopses of transpersonal and conventional approaches to research. In Transpersonal research methods for the social sciences (pp. 3-26; 257-283). Thousands Oaks, CA: SAGE Publications.

10. Roth, A. J. (1995). Recording information. In The research paper (7th ed., pp. 100-110.). Belmont, CA: Wadsworth Publishing Company.

11. hook, b. (1989). feminist theory: a radical agenda. feminist scholarship: ethical issues. toward a revolutionary feminist pedagogy. In Talking back. thinking feminist, thinking black (pp. 35-54). Boston, MA: South End Press.

12. Jaggar, A. M. (1990). Love and knowledge: Emotions in feminist epistemology. In A. M. Jaggar & S. R. Bordo (Eds.), Gender/Body/Knowledge. Feminist reconstructions of being and knowing (pp. 145-171). New Brunswick, NJ: Rutgers University Press.

13. Lipman, M. (1995). Caring as thinking. Inquiry: Critical Thinking Across the Disciplines, 15(1), 1-13.

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14. Roth, A. J. (1995). Starting the research paper. Deciding on an approach. Thesis statement and outlines. APA and other styles. In The research paper (7th ed., pp. 1-9; 48-53; 131-135; 142-150; 246-271). Belmont, CA: Wadsworth Publishing Company.
15. Metzger, D. (1992). Writing as a spiritual practice. In Writing for your life (pp. 183-244). San Francisco: Harper.
16. May, R. (1986). Transpersonal or transcendental? The Humanistic Psychologist, 14(2), 87-90.
17. Schneider, K. (1987). The deified self: A “centaur” response to Wilber and the transpersonal movement. Journal of Humanistic Psychology, 27(2), 196-216.
18. Ellis, A. (1986). Fanaticism that may lead to a nuclear holocaust: The contributions of scientific counseling and psychotherapy. Journal of Counseling and Development, 65(3), 146-151.
19. Wright, P. A. (1995). Bringing women’s voices to transpersonal theory. ReVision, 17(3), 3-10.
20. Reinsmith, W. (1995). Religious life and critical thought: Do they need each other?” Inquiry: Critical Thinking Across the Disciplines, 14(4), 66-73.
21. Weinstein, J. R. (1996). Three types of critical thinking about religion: A response to William Reinsmith. Inquiry: Critical Thinking Across the Disciplines, 15(3), 79-88.
22. Reinsmith, W. (1996). A brief response to Jack Russell Weinstein. Inquiry: Critical Thinking Across the Disciplines, 15(3), 89-90.
23. Carrier, R. C. (1996). Do religious life and critical thought need each other? A reply to William Reinsmith. Inquiry: Critical Thinking Across the Disciplines, 16(1), 67-75.
24. Davidson, Bruce W. (1996). Does religious faith mean uncritical thinking?: Exploration of a false dilemma. Inquiry: Critical Thinking Across the Disciplines, 16(1), 55-66.
25. Kurtz, P. (1986). The appeal to mysticism. In The transcendental temptation. A critique of religion and the paranormal (pp. 91-105). Buffalo, New York: Prometheus Books.
26. Evans, D. (1993). Two dogmas of skepticism concerning spiritual reality. Positivism and the genuinely spiritual. In Spirituality and human nature (pp. 101-123; 147-167). Albany, NY: SUNY Press.
27. Rothberg, D. (1994). Spiritual inquiry. ReVision, 17(2), 2-12.
28. Ferrer, J. (1998). Speak Now or Forever Hold Your Peace. A review essay of Ken Wilber’s The marriage of sense and soul: Integrating science and religion. Journal of Transpersonal Psychology, 30(1), 53-67.
29. Wilber, K. (1998). Response to Jorge Ferrer’s “Speak Now or Forever Hold Your Peace. A review essay of Ken Wilber’s The marriage of sense and soul.” Journal of Transpersonal Psychology, 30(1).
30. Holdrege, B. A. (1996). Introduction. In Veda and Torah. Transcending the textuality of scripture (pp. 1-19). Albany, NY: SUNY Press.
31. Heron, J. (1998). Spiritual inquiry and projected authority. Spiritual inquiry and the authority within. In Sacred science (forthcoming).
32. Rambachan, A. (1987). Where words fail: The limits of scriptural authority in the hermeneutics of contemporary Advaita. Philosophy East and West, 37(4), 361-371.

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33. Sharma, A. (1993). Feature review of the book Accomplishing the accomplished, by Anantanand Rambachan. Philosophy East and West, 43(4), 737-744.
34. Rambachan, A. (1994). Response to Professor Arvind Sharma. Philosophy East and West, 44(4), 721-724.
35. Sharma, A. (1995). A reply to Anantanand Rambachan. Philosophy East and West, 45(1), 105-113.
36. McDermott, R. (1996). The need for philosophical and spiritual dialogue. Reflections on Ken Wilber's Sex, Ecology, Spirituality. ReVision, 19(2), 8-9.
37. Wilber, K. (1996). Shaking the spiritual tree. ReVision, 19(2), 30-31.
38. McDermott, R. (1996). Toward transpersonal philosophizing. ReVision, 19(2), 44-45.
39. Barnard, G. W. (1994). Transformations and transformers: Spirituality and the academic study of mysticism. Journal of Consciousness Studies, 1 (2), 256-60.

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