

**FIELDING GRADUATE UNIVERSITY
HOD DOCTORAL PROGRAM
ASSESSMENT CONTRACT**

**KA*702 – CONSCIOUSNESS AND
HUMAN DEVELOPMENT**



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ASSESSMENT BEGIN DATE: 1 JUNE 2008

ASSESSMENT COMPLETION DATE: 1 SEPTEMBER 2008

AGREEMENT IS FOR CREDIT

LEARNING GOALS:

Through the course of this study, I will:

- Enter into an investigation of the relationships between consciousness, human development, and the nature of the environments wherein people do their living.
- Become familiar with recommended literature in the fields of consciousness and human development.
- Ascertain some leading theoretical arguments in these disciplines, and then form a position that can substantiate or supplement approaches in the emerging field of sustainable settlement design.
- Based on the findings, propose a set of Design Criteria that may influence the positive evolution of consciousness and human development when applied at various scales of sustainable settlement.
- Choose one particular settlement pattern as a Case Study and evaluate its perceived influence or effect on consciousness and human development.

READINGS: TEXTS, JOURNALS, AND WEB RESOURCES:

First, I will read some recommended foundational and overview texts in the fields of consciousness and human development:

- Goldhaber, D. (2000) *Theories of Human Development: Integrative Perspectives*. NY: Wiley
- Edinger, E.F. (1992) *Ego and Archetype*. Boston: Shambhala
- Piaget, J. (2001) *The Psychology of Intelligence*. London: Routledge
- Bandura, A. (1977) *Social Learning Theory*. NY: Prentice-Hall
- Rogers, C. (1978) *On Becoming a Person*. NY: Delacorte
- Houston, J. (1984) *The Possible Human*. NY: Tarcher
- Geunther, H.V. (1989) *From Reductionism to Creativity: Rdzogs-chen and the New Sciences of Mind*. Boston: Shambhala
- Gomes, M. and Kanner, A., eds. (1995) *Ecopsychology: Restoring the Earth, Healing the Mind*. San Francisco: Sierra Club

- Macy, J. (1991) *World as Lover, World as Self*. Berkeley: Parallax Press
- Wilber, K. (1985) *No Boundary: Eastern and Western Approaches to Personal Growth*. Boston: Shambhala

Next I will engage a textbook that can provide a comprehensive overview of the relationship between human development and the nature of the environments wherein people do their living:

- Bell, P.A., et al. (2005) *Environmental Psychology*, 5th Edition. Fort Worth: Harcourt Brace Jovanovich

Finally, I'll consult a book that I've been aware of and waiting to get to for a while, a book especially pertinent to a doctoral study, a book that can focus all the preliminary reading into avenues of research and design, and research methods in the behavioral sciences:

- Zeisel, J. (2006) *Inquiry by Design: Environment/Behavior/Neuroscience in Architecture, Interiors, Landscape, and Planning*. NY: W.W. Norton

During this study, I also will become familiar with and investigate the following journals, searching for recent articles that can illuminate and sharpen the perspective I'll be bringing into focus:

- Journal of Environmental Psychology - Elsevier
- Environment and Behavior - SAGE
- Culture and Psychology - SAGE
- Human Development - Karger AG, Basel

I must admit, at the outset of this study I have no idea if there are web sources that will be relevant, though I'm sure some will appear magnetically as I begin forward motion.

LEARNING PLAN AND DEMONSTRATION OF LEARNING:

OVERVIEW PHASE: During this Phase, I will become familiar with the available literature. I first will explore the foundational and overview texts. Then I'll move on to the Environmental Psychology textbook and the *Inquiry by Design*. Throughout this Phase, I'll be looking into the journals. From out of all this preliminary research, I will

produce a mind map outlining the major issues and themes involved when surveying the relationships between consciousness and human development, specifically within the context of environmental psychology.

IN-DEPTH PHASE: For completion of this Phase, I will deliver a 30-page scholarly paper. This paper will be, in essence, a synthesis of all the research conducted during the Overview Phase. I would like to hypothesize at this point that the paper will provide a sound theoretical basis supporting the proposition that that the quality and characteristics of the environment - both natural and built - do indeed have an influence on consciousness and human development; and more, that the environment is not at all something static, given, "out there," but does in fact exist in mutually dynamic co-evolution with its human inhabitants. Based on this acknowledgement, articulation of specific Design Criteria can be projected as fundamental means by which to constructively influence human development and the elevation of consciousness, for the benefit of all. The paper will be directed toward sustainable settlement designers, particularly those working at the scales of the Ecovillage and the Urban Village. I will, in effect, be converting the knowledge gained during the Overview Phase into a format that can be useful for my colleagues.

APPLIED PHASE: For the Applied component of this HOD*702 study, I will undertake field research testing and evaluating the results forwarded in my In-depth paper. My preference for location at the moment is suburban sprawl California - particularly Santa Clarita, where my brother and his family live, and where I often go to get some sun. Additionally, since I grew up in a suburb of Southern California, I can examine my own processes of human development - both formative and then later, after I left, transformative - with reference to the theories I'll be learning. From out of this field research should come an interesting Case Study report.

SPECIFIC SCHOLAR-PRACTITIONER SKILLS TO WORK ON:

- 1) Awareness of alternative perspectives
- 2) Synthesis of ideas
- 3) Appropriate use of reference format
- 4) Appropriate use of primary and secondary references

EXPECTATIONS OF FACULTY ASSESSOR:

- 1) Clear and explicit communications regarding faculty expectations at the outset of this study
- 2) Reasonable expediency in evaluating materials at the scheduled completion of this study
- 3) Honest, critical, growth-directed objectivity when evaluating materials