In this class, students will explore the emerging research literature on psychedelics for understanding consciousness, the mind-body relationship, human potential and our relationship to the environment. We will explore altered states of consciousness, state specific sciences, different ways of knowing and the impact of psychedelics on creativity, mental imagery, consciousness, therapy, transpersonal and mystical experiences, paranormal experiences, ecology and for death and dying.

Texts, Readings, Instructional Resources and References

Required Texts


January 3rd, 2020

You will also be asked to engage in other readings which will be provided in pdf or electronic format via courseden.

Course Objectives and Learning Outcomes

As a result of participating in this class, students will:

- Demonstrate an understanding of the nature of psychedelic experiences
- Demonstrate an understanding of the neural and psychological correlates of altered states of consciousness associated with psychedelic states
- Demonstrate an understanding of various therapeutic potentials of psychedelic substances
- Apply research findings regarding psychedelics and psychedelic experiences to aspects of the real world

Important statement about this class:

The professor of this class and the class content are not advocating the use of psychedelic drugs. This is a research-based psychology class in which we will explore experiences associated with the consumption of psychedelic drugs and the implications of these experiences for understanding human consciousness, human potential and healing. It is duly noted that psychedelic drug use is currently illegal in many countries, including the USA, and can be associated with negative outcomes.
# Assignments

<table>
<thead>
<tr>
<th>Assignment name</th>
<th>Description</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
</table>
| Reflexive writing | 1. Students will explore a legal altered state of consciousness (lucid dreaming, hypnagogia, hypnosis, meditation, mild sensory deprivation, a float tank, mirror gazing) and reflect on their experiences using journaling and the Phenomenology of Consciousness Inventory. They will examine how their experiences differ from their waking consciousness (10).  
2. Students will summarize themes they notice in verbal descriptions and images that have been used to represent psychedelic experiences (5).  
3. Reflect on how connectedness and ego dissolution may contribute to transpersonal psychedelic experiences (5)  
4. Reflect on the value of psychedelics as therapeutic tools (5)  
5. Reflect on whether you think psychedelic experiences can enable access to other realities and psychic information or if they are the result of misfirings of the brain (5). | 1. January 23rd  
2. February 6th  
3. March 5th  
4. March 24th  
5. April 14th | 30% |
| Presentations | In groups of 4 or 5, students will develop a research informed presentation that will explore one application of psychedelics or psychedelic experience. Groups will be coordinated by an MA student mentor.  
Pick one of the following (you may also propose another topic not listed here)  
What do psychedelics tell us about consciousness?  
How do psychedelic experiences inform feminism?  
What do psychedelics tell us about time  
What do psychedelics tell us about the mind-body relationship  
What do psychedelics tell us about ESP | Presentation files are due on April 21st | 40% |
What do psychedelics tell us about nature and the environmental crisis  
What do psychedelics tell us about creativity  
What do psychedelics tell us about empathy, compassion and social relationships  
What do psychedelics tell us about fairy stories, myths and legends (e.g., little people, flying reindeer, etc.)

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Students will be evaluated for their professional behavior, including attendance, attention and participation in the class.</th>
<th>5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>This quiz run via courseden will tap student learning from all 15 weeks of the semester.</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>--</td>
<td>100</td>
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</tbody>
</table>

**Grading Information and Policy**

Class coordinations will be graded as they are completed. Rubrics will be returned to students in a timely manner (usually by the next class period). Written prompt responses should be submitted as a hard copy to your professor AND via the assignment folder on coursden which is enabled for Turnitin (see note about plagiarism and Turnitin below). Presentations may make use of powerpoint or other presentation software, and may also incorporate a creative work to illustrate the model of consciousness.

Grading structure and point scale for undergraduates  
90% - 100%  A  
80% - 89%  B  
70% - 79%  C  
60% - 69%  D
< 60% F

Grading structure and point scale for graduate students
90% - 100% A
80% - 89% B
70% - 79% C
< 70% F

Please read over the assignment expectations and rubrics prior to submitting your work. Each assignment has a different percentage weighting which all add up to a total of 100%. There may be opportunities for additional credit during the course. The syllabus quiz and the MCT will be graded automatically.

Grading Rubrics
Grading rubrics for assignments are available on coursdeden.
Online Discussion Rubric
Other Rubrics
UWG Rubrics

Please see the Common Language for Course Syllabi for official information on UWG’s Academic Integrity Policy.

Plagiarism and Turnitin
Plagiarism is a serious issue in academia. This occurs if someone presents another person’s ideas (written or spoken) as their own. Turnitin is some electronic software (that is tied to the assignment folder in coursdeden) that allows you to check the originality in your written work and can help you to avoid plagiarism. It is highly unlikely that you will get an originality report of 0 – but the reports will be color coded, and a higher score (above 25% similarity) implies that your work is less original, you should aim for a low score (this means that your work is more original). If plagiarism is detected in your work, you will automatically fail the assignment, and may fail the course.

Communication Rules
Communication Rules:
If you have a question about a grade, please email me using the email within the coursdeden system. You can also organize an office hour appointment in person or via email or the telephone. Office hours appointments can be booked directly via google calendar and are 30 minutes in length. I prefer that you send me your questions via email or CourseDen email as I rarely check my voicemail. You can also send a text message via google voice to contact me directly.
Classroom Etiquette:

- Be sensitive and reflective to what others are saying.
- Keep the dialog collegial and professional.
- It is expected that students arrive on time (not more than 10 minutes after the official start of the class) and stay for the duration of the class. Students who are attending only to sign the class roll will not be marked as having attended.
- Students should switch their cell phones off or onto “silent” during class time and should not use Facebook, email, texts etc. such that you can concentrate on the class.
- If you use your cell phone or electronic device for non-class related purposes during the class, I will not be able to write a letter of recommendation at the end of your degree.
- Students are encouraged to ask questions and engage in discussions relevant to the topics covered during each session.
- Remember that it is not possible to hear what someone is saying when more than one person talks at once.
- Students should respect each others’ belief systems and perspectives. The classroom is a place for academic discussion about these experiences.
- When emailing your professor, please use appropriate language (as if you are writing a letter). This is good practice for life after university and reflects professionalism.

Expected Response Times

I will endeavor to grade your assignments in a timely manner. Presentation grades will be given following the completion of all presentations by all groups (using a rubric). I will make every attempt to return your short written assignments within 7 days, but the amount of feedback required may extend that time. I will endeavor to return all emails in 36-hours during the week. If you email me over the weekend, I will endeavor to reply first thing on Monday morning.

Late work policy:

Exams must be completed by the due date. Assignments may be accepted late, subject to a penalty, unless there is a valid medical or other extenuating circumstance (in which case, evidence will be requested).

What to do if you miss your final exam

If you miss your final exam and prior arrangements have not been made, you may receive a grade of F on that exam or paper and this may affect your final grade in the class. If you miss your exam due to an emergency, please contact the Psychology office at (678)839-6510 or go to Melson Room 123 as soon as possible to complete the application: “Missed Final Exam: Verification of Emergency”. This form will need to be approved by the chair for an incomplete grade which may allow you the time to make up your exam or complete your final assignments. This application will require documentation and authorization from you to verify your emergency.
Expectations of Students

Course Structure:
This class will critically explore a range of subjective experiences that challenge mainstream ideas about the world and how it works. It is important that all students read and prepare prior to attending classes so that you can participate in our in-class discussions and activities. Classes will consist of lectures, discussions and hands-on activities and mini-experiments. Students will be expected to work closely with their peers with in class activities and in researching and preparing your mid term presentation. It is expected that students keep on top of the assignments in order to gain the most from the class and not fall behind.

Special components:
Our class will include several mini experiments to illustrate key experiments and paradigms in the field of parapsychology. You will also work in groups to create and present your evaluation of a body of studies which have explored whether extrasensory perception exists.

Course and UWG Policies

Attendance Policy:
In order to distribute Title IV funding (federal student aid), student attendance verification is required. It is the student’s responsibility to make sure that they are marked present by signing the class roster that will be circulated during each class. If you do not sign the class roster, you will be marked as absent. Students who do not attend classes during the first week may be dropped from the class. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and completing the syllabus quiz.

Americans with Disabilities Act Statement:
If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Office for Accessibility Services. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the Common Language for Syllabus document.

Additional Support Information

Technical Support
Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at Technology Requirements.

Center for Academic Success
The new Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—
in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of Student Services for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out UWG Cares.

Full URL Support for Courses

- CourseDen D2L Home Page  
  https://westga.view.usg.edu/
- CourseDen Help (8 AM – 5 PM)  
  https://uwgonline.westga.edu/uwg-online-student-help.php  
  Email: online@westga.edu
- 24/7/365 D2L Help Center  
  https://d2lhelp.view.usg.edu/
- University Bookstore  
  http://www.bookstore.westga.edu/
- Common Language for Course Syllabi  
  https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- UWG Cares  
  http://www.westga.edu/UWG cares/
- Accessibility Services  
  https://www.westga.edu/student-services/counseling/accessibility-services.php
- Student Services  
  http://uwgonline.westga.edu/online-student-guide.php
- Center for Academic Success  
  http://www.westga.edu/cas/
- Distance Learning Library Services  
  https://www.westga.edu/library/resource-sharing.php
- Ingram Library Services  
  http://www.westga.edu/library/
- Proctored Exams  
  http://uwgonline.westga.edu/exams.php#student
- UWG Accessibility Statements for Technology  
  https://docs.google.com/document/d/16Ri1XgaXiGx28ooQ- zRvYPraV3Ag3F5ZNIYhV/DGVnEA/edit?ts=57b4c82d#heading=h. yrqeffvts1f

*This syllabus is subject to minor amendments and alterations.