

“[T]he faculty of voluntarily bringing back a wandering attention, over and over again, is the very root of judgment, character and will. No one is compos sui [master of oneself] if he has it not. An education which should improve this faculty would be the education par excellence”.

--William James
Principles of Psychology

“There are two main strategies we can adopt to improve the quality of life. The first is to try making external conditions match our goals. The second is to change how we experience conditions to make them fit our goals better.”

--Mihaly Csikszentmihalyi
Flow: The Psychology of Optimal Experience

“More and more people in the workforce--and mostly knowledge workers--will have to MANAGE THEMSELVES.”

--Peter F. Drucker
"Managing Oneself"
Management Challenges for the 21st Century

**The Peter F. Drucker and Masatoshi Ito
Graduate School of Management
Claremont Graduate University**

MGT 537A: The Executive Mind I: The Power of Attention

Subject to Revision

Fall 2009

Meeting Time:	Thursdays, Module 1 7pm-9:50pm
Instructor:	Jeremy Hunter, Ph.D.
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Faculty support: Nancy Kramer – nancy.kramer@cgu.edu – 909-607-9072

Course Objective:

Managing effectively first requires managing your thoughts, emotions and actions. Internal readiness precedes external effectiveness. It means developing The

Executive Mind. This course is designed to give you essential skills for effective self-management. By learning the practice of attention as well as state-of-the-art knowledge in positive psychological functioning, you will develop skills for improving the quality of your professional and personal life.

NOTICE!

This course is not for the faint of heart, nor is it for those wanting an easy grade. The amount of work demanded is considerable and personally challenging. It is only open to those with a serious intention to actively pursue the knowledge and skills it offers. If you have experience of trauma in your background (abuse, war, assault, to name some examples) that you have not effectively healed, please consider not enrolling in the course. (If you would like resources for these issues, please feel free to contact me even if you do not enroll.)

Because of the exercises that form the core of the class, this course requires a challenging and intense level of activity. If you are considering enrolling in this course, please read through the entire document before committing yourself.

Course Description:

Challenges in a Time of Change

Today's leaders and managers face challenges and stresses that are unprecedented in modern history. Fading quickly are the structures that once governed working life — familial tradition, prescribed professional pathways and clear career tracks in stable work environments. These have been replaced by a model of free-agency, where individuals must decide for themselves how, when and where to develop and deploy their talents. They must deal with unrelenting pressures and stresses. They must interact with people from diverse backgrounds, who hold assumptions very different than their own. They must be able to effectively communicate, listen, and understand. They must do this in-the-moment—NOW.

Managers Learning to Manage Themselves

Though these social and economic changes have become commonplace, educational systems have been slow to catch up with this state of affairs. Managerial education heavily focuses on the *external*. Managers are taught to manage everything *but* themselves. We have systematic domains for various aspects of managerial education, like accounting, finance, marketing, and strategy, but we lack a systematic approach to managing one's self. This imbalance exacts a

high toll both personally and professionally.

The Costs of Imbalance

As a society we pay the price for this absence when people escape stress through drugs, alcohol, over-eating, and the myriad of actions that gradually undermine their wellbeing and efficacy. We pay the price when technically brilliant associates lack the skill to communicate and relate effectively with their colleagues resulting in wasted opportunities. We pay the price when emotional over-reactions cloud business decisions that undermine a firm's performance. We pay the price when leaders and managers who cannot see past their own narrow interests or are blind to negative behaviors that deflate the morale and spirit of their work group. If leaders are to keep an eye on the horizon, it is difficult to do so with one's head barely above water.

The Self-Management Solution

Cultivating the mind of the leader requires effective self-management. Self-Management is not a "feel-good" alternative to "real" work. Self-Management is the *sine qua non* ingredient to making work effective. What is vitally needed is a systematic domain of knowledge and practice that balances the equation between excellence in technical knowledge and effectiveness in managing one's internal milieu. The Practice of Self-Management provides an answer.

Training the Powers of Perception: Attention and Awareness

Drawing upon the intellectual tradition of Peter Drucker, the aim of the of course recognizes the pressing fact that "The Educated Person also will have to be far less exclusively 'bookish' than the Liberal Education of the Humanists. He or she will need trained perception fully as much as analysis."¹ A trained perception enhances attention and awareness which, in turn, develops the capacity to observe and alter behavior. Awareness, systematically developed, is the key to managing oneself.

Breaking the Cycle

In changing conditions, leaders cannot afford to operate from rigid, patterned reactions. Yet, an all too common human tendency is to behave reactively and automatically, to be driven by narrow emotional agendas, and to act without

¹ Post-Capitalist Society, "The Educated Person", p. 194.

sustained awareness to accurately guide responses to situations. Simply put, people are often blind to their own motives, behavior, and its consequences.

The Practice of Self Management is designed to systematically develop the powers of perception—*mindfulness*--to break the cycles of destructive behavior. In doing so it also encourages greater presence, calm, and internal stability in the learner. It gives tools for reversing debilitating patterns of action, shifting vicious cycles into virtuous ones.

A Focus on Mindfulness

Mindfulness practice has been successfully used in a wide range of professional contexts including the championship teams of the Chicago Bulls and Los Angeles Lakers, medical, managerial and legal professionals, and the leadership group of the Los Angeles Police Department.

Nota Bene:

This course involves learning the theory and practice of how to better relate to your own experience. It is neither a religious practice nor therapy, but a set of skills that can help improve personal and professional well being and effectiveness. **The investment made in this course will strongly correlate with the gains received from it.**

Readings:

The readings are designed to provide a theoretical core around which to **develop skill in attention**. Because the work for this course is intense, readings are purposely limited to a core set of fundamental pieces. **The aim is quality not quantity**. The bulk of this, in the words of Peter Drucker, “far less exclusively bookish” course consists of the work students will do in developing, discussing and evaluating the experiential skills we will explore. Readings will also be supplemented with handouts. The reading list is also constructed with a mind of creating for the student a useful personal library for reference after the course ends.

Texts:

Kabat-Zinn's Full Catastrophe Living,

Wilson's Strangers To Ourselves,

Adam's Change Your Questions, Change Your Life,

Begley's Train Your Mind, Change Your Brain

Course pack:

Selected chapters from Why Zebras Don't Get Ulcers (2004) by Robert Sapolsky

Selected chapters from Finding Flow (1999) by Mihaly Csikszentmihalyi.

Selected chapters from Optimal Experience (1988) by Csikszentmihalyi and Csikszentmihalyi.

“Overloaded Circuits: Why Smart People Underperform,” by Edward Hallowell, *Harvard Business Review*.

Student Responsibilities and Preparation: (Confidential: For My Eyes Only)

Please email me your answers to the following questions one week (Thursday, August 22) prior to the course's start.

1. What do you do for an income? What role do you play in your organization?
2. What are three challenges you face that inhibit your productivity or effectiveness at work (if you're a full-time student, either draw upon your student experience or challenges from a prior work experience?)
3. How do you know when you are working at your best?
4. Do you have prior experience with practices geared to developing attention (martial arts, yoga, meditation, etc. (please give details)?)
5. Why are you interested in taking this course and what are your expectations of it?
6. What are 2-3 habits you have that if you could change would enhance your effectiveness?
7. Do you have any active addictions (alcohol, cigarettes, chocolate, etc.)?
8. Do you have experience of trauma in your background (abuse, war, assault, to name some examples) that you have not effectively healed?

Weekly Assignments and Practice:

During the course, students are asked to practice a variety of exercises between class sessions. Also, we will undertake structured exercises for developing attention in daily life. These practices are the central feature of the course. **It is essential that you take up the exercises for the next week immediately after**

each class session. Practice sessions will be supplemented by small writing assignments designed to deepen understanding of mindfulness and its application to working life. You will also communicate individually with me to discuss their experiences and receive guidance for optimizing their practice. The final assignment asks you to synthesize what they have learned in the course to better cement an ongoing practice.

Format for practice: There is a two-stage format you will follow.

First, do the exercises assigned for each week, make notes about what you learned from each of them.

Second, summarize all these learnings in 1 to 1½ pages describing (Single spaced, Times 12pt, 1-inch margins):

1. Your key **Insights** for the week,
2. The **Challenges** you faced doing the exercises,
3. **Questions** you have that result of doing the exercises

>>Please send your 1 to 1½ pages of Insights/Challenges and Questions to me by 12:00 am WEDNESDAY before each session.<<

The investment made in this course will strongly correlate with the gains received from it.

Instructor Responsibilities:

I aim to create a positive, engaging and challenging learning environment in which high quality learning can take place.

Contact:

I am most easily contacted through email: Jeremy.Hunter@cgu.edu or jphunter@gmail.com .

Grading:

Grading for this course is keyed to one's engagement with the exercises and timely completion of weekly assignments. To receive an A in this course, you must turn

in *all* assignments. They must be on time and, if specified, in the proper format. No exceptions. Bs will be given if material is not timely or not done in the appropriate format for 2 sessions. Cs will be given if assignments do not meet the above criteria for 4 sessions. Ds will be given if assignments do not meet the above criteria for 5 sessions.

Because each session introduces new material, full attendance is strongly urged. (However, 1 miss is allowed...)

These assignments are worth 50% of your grade, a final paper 30%, and sincere class participation 20%.

About Your Instructor:

Jeremy Hunter, Ph.D. teaches leaders to cultivate self-awareness and develop skills in self-management.

Jeremy graduated Phi Beta Kappa from Wittenberg University and holds a Masters Degree in Public Policy from Harvard University's Kennedy School of Government and a Ph.D. in Human Development from the University of Chicago.

Jeremy co-founded the Quality of Life Research Center at the Peter F. Drucker and Masatoshi Ito School of Management with social scientist Mihaly Csikszentmihalyi. The center, which is on forefront of the positive psychology movement, studies creativity, flow, social responsibility, and optimal human performance. While there, he studied and developed methods for enhancing wellbeing and professional performance. From his research, Jeremy developed one of the first attention-based self-management courses to be taught at a North American business school. He teaches at the Drucker-Ito School of Management in Claremont, CA and has taught at the Marshall School of Business at the University of Southern California.

He co-founded CoreWorks Consulting (www.CoreWorksConsulting.com) which combines state-of-the art research and his own extensive personal experience with mindfulness practice. CoreWorks employs an effective approach to teach leaders how to focus and be productive, enhance their emotional intelligence, communicate effectively, and foster productive and enriching relationships.

Clients have included Toyota Motor Sales, Northrup-Grumman, the Los Angeles Police Department, John Laing Homes, Starbucks, The Museum of Contemporary

Art, Child Survivors of the Holocaust, MOCA, Institute for Educational Advancement, First AME Church of South Central Los Angeles, Red Mountain Retail Group, Kaiser Permanente, Productive Learning and Leisure, Southern California Housing Development Corporation, The University of Southern California and the California WellBeing Institute. He has lectured at Brown University, the University of North Texas, the University of California at San Francisco, University of Southern California, and Wittenberg University. He is also an Executive Coach at Corporate Coaching International.

He has a warm, supportive, and engaging style coupled with an ability to help people feel comfortable discussing difficult issues. He helps them to overcome limiting behavior and opens new perspectives for personal and professional growth.

Website: www.drjeremyhunter.com

Course Schedule

Week One: The High Costs of Imbalance: Stress, Your Health and Productivity

Stress is a common form of imbalance. It seems inescapable, and yet Sapolsky does not paint a pretty picture about the effects of stress on people's minds, bodies, and relationships. Many of the factors that support health and wellbeing—the immune system, strong social ties, physical wellness—are all undermined by chronic stress. Kabat-Zinn writes about many of the arenas in which we experience stress in daily life. While the course itself is not solely about stress, experiencing stress is one place where we damage the Executive Mind.

Pre-Work:

One week prior to the session, please send me answers to the questions listed under “student responsibilities” and the Challenges/Insights/Questions that resulted from the exercises below. (You do not have to send me answers to the reading questions, but be prepared to discuss them.)

Reading

- (1) Chapter 1 of Sapolsky's Why Zebras Don't Get Ulcers.
- (2) Chapters 26-32 of Kabat-Zinn's Full Catastrophe Living.

For Discussion:

1. Sapolsky outlines three categories of stress. How do these show up in your daily life?
2. Why are repeated stressors considered problematic?
3. In Kabat-Zinn's exploration of various forms/sources of stress, which of these strikes the most resonant chord with you? Why?

Exercise:

I. Stressful Moments: During the week, keep a log of moments when you feel stress. Respond to the following--what was the cause of the stress? What did it feel like in your body? What emotions were associated with the stress? How did you behave? What was the result of your behavior? Was it ultimately effective? Do you notice “when” your attention is? In other words, are you focused in the present or is the mind caught up in the future or the past?

With your log of incidents, write a short synthesis paragraph about your impressions and findings of doing this exercise.

II. Peaceful Moments: During the week notice the moments when the mind is at peace. Pay specific attention to your own internal state. How does what you're feeling/thinking/experiencing contrast to the stressful moment? Do you notice "when" your attention is? In other words, are you focused in the present or is the mind caught up in the future or the past?

Email me your Insights/Challenges/Questions by Wednesday, August 2nd, 12:00am.

Week Two: The Power of Attention: Enhancing The Source of Effectiveness

Attention is the source of effectiveness. Clear focused attention is the basis for effective action in a Knowledge Economy. When we undermine the power of attention, we undermine productivity and well-being. Multi-tasking is a prime source of self-destructive action. We will learn how to reverse the cycle of splitting attention and practice means for building strength in the Executive Mind.

Reading:

- (1) Shellenberger's article on Multitasking.
- (2) Chapter 2 of Csikszentmihalyi's *Finding Flow*, (read only pages 17-28.)
- (3) Chapter 2 of Csikszentmihalyi and Csikszentmihalyi's *Optimal Experience*.
- (4) Hollowell, "Overloaded Circuits: Why Smart People Underperform," HBR

For Discussion:

- (1) Attention is something we rarely think about, but according to Csikszentmihalyi plays a central role in our functioning. Why does Csikszentmihalyi hold that attention is key to "the good life?" What is psychic entropy? Why should we be concerned about it?
- (2) What's the issue that Hollowell, Meyers, and others have with multitasking? What do you think is the relationship between psychic entropy and multitasking?
- (3) According to Csikszentmihalyi, what are the limits of attention?

Exercises:

I. Exercise One: Building Attention Exercises (3 x week):

Get the file "Building Attention" at <http://wfs.cgu.edu/hunterj/Meditation%20Exercises/> . Devote some time to building attention at least 3 times a week (approximately 1/2 hour each time) (See memos "Nuts and Bolts" and "Easing into Meditation" for references.)

II. Exercise Two: Minding Multitasking: During the week, be attentive to when, where, and how you multitask. Make a list. How often do you find yourself doing more than one thing at a time? If you multitask while interacting with others, be bold and ask them to what they experience when you multitask in their presence. Likewise, what is your experience when people multitask with you? What do you notice about the physical, mental and emotional aspects of multitasking? Is it pleasant/unpleasant? Do you *believe* you are more effective? Are you *actually* more effective? How does your experience correspond with the findings in the

articles? What are things you can do to manage distractions in your work/home environment (ex. deactivating the new email notification sound.)

**Please Email me your Insights/Challenges/Questions by Wednesday,
12:00am.**

Week Three: Powering Attention: Practicing Meditation

The material we will draw upon this semester comes largely from a series of dialogues that have been occurring for the past twenty years between two traditions of investigating the mind: science and Buddhism. These dialogues have recently been opened to the public (MIT in 2003, Washington DC 2005) and have included many of the world's leading scientists. The fruits of these conversations have pushed the frontiers of science to the very edge of our understanding of what it means to be human.

Neuroplasticity, the brain's changeable nature, is particularly interesting in this regard. Contrary to decades of belief, the brain is far more malleable than previously considered. Furthermore, we are capable of consciously changing the way our brains function through intentional effort. We'll explore the findings in this session.

Reading:

- (1) *Train Your Mind, Change Your Brain*
p. 3-32
p. 131-160
- (2) "Mastering Your Own Mind" *Psychology Today*

Questions:

1. What do "upward causation" and "downward causation" mean? What is the reigning approach of Western science? What can't this approach explain?
2. Why is attention necessary for neuroplasticity? Do behaviors that operate on automatic pilot foster brain change?

Exercises:

I. Exercise One: Building Attention Exercises (3 x week):

Get the file "Building Attention" at

<http://wfs.cgu.edu/hunterj/Meditation%20Exercises/> . Devote some time to building attention at least 3 times a week (approximately 1/2 hour each time) (See memos "Nuts and Bolts" and "Easing into Meditation" for references.)

**Please Email me your Insights/Challenges/Questions by Wednesday,
12:00am.**

Week Four: Taking a Look: Mindfulness Means Paying Attention

This class introduces the concept and practice of mindfulness. Mindfulness is a way of non-judgmentally paying attention to your actions, thoughts, emotions, body sensations so that you can be aware of what you're actually doing and experiencing. This is the next step in transforming the Executive Mind.

Reading:

(1) Full Catastrophe Living, Introduction, Chapters 1-4.

Questions:

- (1) How does resisting reality create/perpetuate suffering or diminish effectiveness?
- (2) We often do not accept our own emotional reactions, because they are unpleasant, uncomfortable, or unwanted. What do you notice about how you handle these situations? What do you do with the unwanted emotion?

Exercises:

(1) **Learning to Let Go of Clinging:** As you become aware of your automatic reactions. Identify what it is that you're resisting or clinging to that drives the reaction. Is there an erroneous belief? A need to be right? A judgment? An imported storyline from the past? Make a list of what these are. What do you notice? Once you've observed the clinging, can you let it go? If so, what's the result and effect of the result? If not, why not? Again, what's the result and the effect of the result?

(2) **Dissecting A Pattern:** Choose one behavior that you identified prior to class as something that inhibits your effectiveness (irritability, procrastination, impatience, etc.) Our goal is to become extremely familiar with how the pattern operates. (Notice the goal is **not** to stop or suppress the pattern). Using the reactivity map, draw out the step-by-step reactions of the pattern. Start with contact and move around the cycle, including pleasant/unpleasant, recognition, storylines (judgments, conceptualizations, visual images, etc.), physical sensations, emotional reactions, and actions. Describe the process as clearly as possible.

(3) ****New Practice!** Mindfulness (3 x week):** Get the file "Mindfulness" at <http://wfs.cgu.edu/hunterj/Meditation%20Exercises/> . Devote some time to building attention at least 3 times a week (approximately 1/2 hour each time) (See

memos “Nuts and Bolts” and “Easing into Meditation” for references.)

**Please Email me your Insights/Challenges/Questions by Wednesday,
12:00am.**

Week Five: Life on Autopilot: Addressing the Dangers of The Adaptive Unconscious

The brain's function is largely non-conscious. Most people live on autopilot, not fully paying attention to what they're doing from moment-to-moment. This session will explore (1) how automatic behavior works by exploring the Cycle of Automatic Reactivity--the architecture that describes it--and (2) methods for working with these patterns. Breaking down destructive cycles of reactive behavior is the next step in developing the power of the Executive Mind.

Reading:

- (1) Chapters 1, 2, 3 of Wilson's *Strangers to Ourselves*.

Questions:

- (1) According to Wilson, what is the unconscious? Why role does it play in the 'management of the self?' How can it cause trouble?
- (2) Contrasting the adaptive unconscious to consciousness, the adaptive unconscious functions differently than consciousness. Outline the differences. Again, how can these cause trouble in the effort to manage oneself?

Exercises:

(1) **Re-New-ing Attention:** Attention tends to habituate to a familiar environment. Given enough exposure, we often stop seeing things as they are. Instead, we work from a fixed memory that may or may not represent how things are now. The fact of the matter is that the world is constantly changing. Your body is changing, everyone around you is getting older, air moves through the room. Change--and not constancy--is the order of the day. Yet, the mind, with its tendency to filter experience through memory, often uses an old map the world making it *seem* the same. Because of this we may miss significant information, become blind to opportunities, disconnected from relationships or even simply bored.

The exercise is subtle! As you go through your week, pick three different contexts (for example, a place, an activity, and a relationship) and imagine as if you pushed an existential re-set button. The button makes a subtle shift in your attention, and re-sets it as if you're encountering something as if it is the first time. No one else knows this but you. **DO NOT** let on to others or act differently

(eg. Do NOT introduce yourself to your spouse, pretend you can't drive, etc). See how your perception changes. What do you notice? Is the experience different? Did you notice something you didn't before?

(2) **Mindfulness (3 x week):** Get the file "Mindfulness" at <http://wfs.cgu.edu/hunterj/Meditation%20Exercises/> . Devote some time to building attention at least 3 times a week (approximately 1/2 hour each time) (See memos "Nuts and Bolts" and "Easing into Meditation" for references.)

Please Email me your Insights/Challenges/Questions by Wednesday, 12:00am.

Week Six: Turning Things Around: The Pivot of Curiosity

This session begins the third phase of the course, the shift toward the generative. It focuses on the art of the Learner question and the role curiosity plays in defusing reactivity and cultivating positive outcomes. This tool opens up the Executive Mind.

Reading:

(1) Change Your Questions, Change Your Life by Adams.

For Discussion:

- (1) What are functions of the Judger-Learner questions? How do they contrast from one another?
- (2) How do your self-questions affect your reactivity? In other words, what questions do you ask yourself that may encourage your reactivity?

Exercises

I. Exercise One: Mindfulness (3 x week): Get the file “Mindfulness” at <http://wfs.cgu.edu/hunterj/Meditation%20Exercises/> . Devote some time to building attention at least 3 times a week (approximately 1/2 hour each time) (See memos “Nuts and Bolts” and “Easing into Meditation” for references.)

II. Exercise Two: Applying Judger-Learner Methods

(see handout)

Take three situations in the coming week and apply the Learner questions. What happens to the outcome? How do you feel when doing it? How does the other party react?

Go back to three previous entries and re-examine them in light of the Judger-Learner question framework. Did Judger questions play a role in your reactivity? How so? If you had employed a curiosity-based response, how might the situation been different?

Please Email me your Insights/Challenges/Questions by Wednesday, 12:00am.

Week Seven: Closing The Circle

We will hold this class at the Pomona College Skyspace designed by James Turrell. The Skyspace is a place for examining how your perception of reality changes depending on the context of color. We will then move back to the class to discuss how you can reinforce the class' practices. Through the discussion of your action plans, we will explore various ways that mindfulness can be maintained in daily life and how it might be introduced into the workplace.

Assignment:

How does the center square change in reference to the colors surrounding it? What is real?

Final Paper:

Because the previous exercises were of an episodic nature, the final paper is designed to help synthesize and deepen what you may have learned from the experience of this course.

In less than 15 pages, please address the following questions:

1. What have you learned in this course that has proven useful to you?
2. How has it affected your work life?
3. Your personal life?
4. Reflect on the reasons why you originally enrolled in this class and how has the course affected them?
5. What would be three things from the course that you would teach an associate?
6. Are there things about the class that could be changed to make it better?

Please send a draft of **whatever** you might have on the week before the last class, and be prepared to share (if you want, rhyming couplets are okay) with the class your insights on our final session at the Skyspace.

Course Schedule

Course Session & Date	Topic	Assignment
1. Sept 3rd	The High Costs of Imbalance: Stress, Your Health and Productivity	<p>(A) Sapolsky, <i>Why Zebras Don't Get Ulcers</i>,</p> <p>Chapter 1: "Why Zebras Don't Get Ulcers"</p> <p>(T) Kabat-Zinn, (T) <i>Full Catastrophe Living</i>,</p> <p>Chapter 28: "People Stress"</p> <p>Chapter 29: "Role Stress"</p> <p>Chapter 30: "Work Stress"</p> <p>Chapter 32: "World Stress"</p>
2. Sept 10th	The Power of Attention: Enhancing the Source of Effectiveness	<p>(1) Shellenberger's article on Multitasking.</p> <p>(2) Chapter 2 of Csikszentmihalyi's <i>Flow</i>, (be especially familiar with pages 17-28.)</p> <p>(3) Chapter 2 of Csikszentmihalyi and Csikszentmihalyi's <i>Optimal Experience</i>.</p> <p>(4) Hallowell, "Overloaded Circuits: Why Smart People Underperform," HBR</p>
3. Sept 17th	Powering Attention: Practicing Meditation	<p>(1) Begley, <i>Train Your Mind, Change Your Brain</i> "Mind Over Matter: Mental Activity Changes the Brain" p. 3-32, 131-160</p> <p>(2) "Mastering Your Own Mind" <i>Psychology Today</i></p>

Course Session & Date	Topic	Assignment
4. Sept 24th	Taking a Look: Mindfulness Means Paying Attention	(1) Kabat-Zinn, <i>Full Catastrophe Living</i> , Introduction Chapter 1: “You Only Have Moments to Live” Chapter 2: “The Foundations of Mindfulness Practice” Chapter 3: “The Power of Breathing” Chapter 4: “Sitting Meditation”
5. Oct 1st	Life on Autopilot: The Dangers of the Adaptive Unconscious	(1) Chapters 1, 2, 3 of Wilson’s <i>Strangers to Ourselves</i>
6. Oct 8th	Turning Things Around: The Pivot of Curiosity	(1) <i>Change Your Questions, Change Your Life</i> by Adams.
7. Oct 15th	Closing the Circle	Final Papers Due One Week Later.