



Chaminade University - Honolulu
PSY/RE 478 The Psychology of Taijiquan
Spring 2018

Instructor: Robert G. Santee, Ph.D.

Phone: (808) 735-4720

Office Hours: M/W 12:30pm – 1:30pm
T 11:30am – 12:30pm

Behavioral Sciences Bldg. 105A

Appointment: Pam – 808-735-4751 or email: pamela.silva-patrinis@chaminade.edu

Sherlyn – 808-739-8393 or email: sherlyn.antonio@chaminade.edu

Time: T/Th 10:00am – 11:20am

Room: Henry Hall 104

Email: rsantee@chaminade.edu

Texts: An Integrative Approach to Counseling: Bridging Chinese Thought, Evolutionary Theory, and Stress Management (IAC); Santee

The Tao of Stress: How to Calm, Balance, and Simplify Your Life (TOS); Santee

The Harvard Medical School Guide to Tai Chi (MSG); Wayne & Fuerst

Catalog Description

This course explores the art of Taijiquan from an interdisciplinary perspective that incorporates psychology, philosophy, science and religion. The 40 Yang Form will be taught and Tuishou and Qigong will be included as supplements. The course will examine the cultural influence of Shamanism, Confucianism, Daoism, Chan Buddhism, Neo-Confucianism, and the Yijing on the moving meditation of Taijiquan. The influence of Taijiquan on such areas as physical health, mental well being, consciousness, spirituality, culture, and martial arts will also be explored. Fulfills interdisciplinary course requirement. Fulfills either interdisciplinary or global awareness requirement.

General Education Linking Statement

This course develops and assesses the skills and competencies for Chaminade University's general education student learning outcomes for the upper division interdisciplinary course.

Program Linking Statement - Psychology

This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

Program Linking Statement - Religion

This course develops and assesses the skills and competencies for Religious Studies: Intellectual Tradition - world religions; Moral and Spiritual - engagement for personal growth, application to real world situations, fundamental questions of ultimate meaning, meaning of morality and moral decision making; and Religion and Culture - awareness of uniqueness of Hawaii and Pacific Rim, religions and cultures interaction affecting values.

Course Description

☯ The scope of this course is a scientific, evolutionary theory/psychology, spiritual/religious, philosophical, experiential, and psychological exploration (cognitive, behavioral, and affective) of the art of Taijiquan. The course will examine the influence of Shamanism, Confucianism, Neo-Confucianism, Early Daoism, Later Daoism, Chan Buddhism, the Yijing (Yin/Yang, Bagua), the School of Yin/Yang, and the School of Wuxing (5 processes) on the moving meditation of Taijiquan. The focus of the course will be on mind/heart fasting, guan, Qi cultivation, stress reduction and spiritual development within the framework of Taijiquan.

☯ The 40 form Yang style will be taught in its entirety during the semester. Tuishou (push hands), Qigong, and meditation (including microcosmic/macrocosmic orbits) will also be taught to supplement our exploration. Video clips of the 40 form Yang style can be found on the following website: using Real Player:

- <http://www.taiji.de/taiji/head5e/index.htm>
- <http://taichicentral.com/tai-chi/elements-of-tai-chi-training/tai-chi-routines-forms/40-form-yang-style-standard-routine/>
- <https://www.youtube.com/watch?v=qIYnSsW3x0w>

You can also type the following in Google to get to the above video clips:

**Videos - Taiji [select 40 form]
40 Form Yang Style International Standard Routine
Tai Chi Yang Style 40 demonstration**

☯ Specific attention will be given to both a didactic and practical understanding of the Three Treasures (jing, qi, shen), Yin/Yang, Bagua, Wuxing (5 processes), wuwei, mind/heart fasting, and the Taiji classics.

☯ In addition, Taijiquan will be examined relative to its influence on health (an integration of mind, body and environment), stress management, spirituality, martial arts, cultural, and philosophical perspectives.

☯ The first half of each class will be focused on the practical aspect of learning the Taijiquan form and Qigong. The second half of each class will be a more didactic inquiry into Taijiquan. ***You must participate fully in the exercise component of the class or you will be marked absent.***

Student Learning Outcomes

Student will demonstrate an understanding of:

1. The psychological aspects (cognitive, behavioral, affective) of Taijiquan.
2. The spiritual, religious, cultural, and philosophical aspects of Taijiquan.
3. The medical, health (physical, psychological and environmental) and stress reduction benefits of Taijiquan.
4. The relationship between Taijiquan and Qigong within the context of moderation.
5. The psychological aspects of the Taijiquan classics.
6. The relationship between Shamanism, Yijing, Confucianism, Early Daoism, Later Daoism, Chan Buddhism, and Neo-Confucianism and Taijiquan.

Due Date/Points Policy for Papers:

Due date, after class time	10% deduction
2 nd day	20% deduction
3 rd day	30% deduction
4 th day	40% deduction
5 th day	50% deduction
Not Accepted after 5 th day	

- **All work must be completed within the time frame of the class. Nothing will be accepted after the last class of the term.**

Grading

A = 396 +
B = 352 - 395
C = 308 - 351
D = 264 - 307
F = 220 and below

Classroom Rules

- **No cell phones in any way, shape or form can be used in class. No texting. No tweeting.**
- No sleeping in class.
- No reading outside materials in class.
- No doing homework for other classes during class.
- No eating in class.
- No listening to iPods, etc. in class.
- No behavior that is viewed as inconsiderate and disrespectful to your classmates who are here to learn.
- No behavior that is viewed as inconsiderate and disrespectful to your instructor who is here to teach.
- If you bring a computer to class to take notes, it can only be used to take class notes. No other computer use is acceptable.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*,
Published in 1999 by Chaminade University of Honolulu, St. Mary’s University
and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS**.

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

The above quotes were taken directly from:

Research Design And Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

The above quotes were taken directly from:

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

The above quotes were taken directly from:

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

The above quote was taken directly from: <http://allpsych.com/researchmethods/replication.html>

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Chaminade University Undergraduate Catalog 2013/2014, pg. 59-60

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by ***emailing the instructor***, calling the instructor's campus extension or the Psychology program office numbers: 735-4751 or 739-8393. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two consecutive weeks or more must be reported to the Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

If you are not in class when roll is taken, you will be counted absent. If you are marked absent, you will lose 5 points for each absence.

Students With Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Title IX

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator. **Should you want to report to a confidential source you may contact the following:**

· **Personal Counseling Center: 808-735-4845**

Tentative Course Schedule

<u>Week</u>	<u>Topic</u>	<u>Readings</u>
1/16	What is Taijiquan (TJQ)? Qigong? Interdisciplinary Approach; Marianist Educational Values; Evolutionary Theory/Psychology; 3 Daoist Teachings for Addressing Challenges in the Environment; 3 Step Daoist Approach/Path to Managing Stress; 3 Components of the Bamboo Bridge	IAC Intro, 1-2 TOS Intro, 1 MSG Intro, 1-3
1/23	Evolutionary Theory; Shamanism and TJQ 1/25 – PAPER 1 DUE (observation paper)	IAC 1, TOS 2 MSG 1-3
1/30	Confucianism and TJQ	IAC 6
2/06	Daoism 2/8 – SECTION 1 OF FORM TEST – POSTURES 1-9	IAC 5 TOS 9-10
2/13	Yijing, Bagua, Yin/Yang School, Wuxing	
2/20	Yijing, Bagua, Yin/Yang School, Wuxing	
2/27	Buddhism, Chan Buddhism, Religious Daoism, Neo-Confucianism, Foundations of Taijiquan, Qigong, Meditation 3/1 – SECTION 2 OF FORM TEST –POSTURES 1-9+10-14	IAC 4
3/06	Chan Buddhism, Religious Daoism, Neo-Confucianism, Foundations of Taijiquan, Qigong, Meditation 3/8 – EXAM I	
3/13	Taijiquan Classics, 3 Treasures – Jing, Qi, Shen	
3/20	Taijiquan Classics, 13 Postures 3/22 - PAPER 2 DUE	

Spring Break 3/26 – 3/30 – No DUG Classes

4/03	Taijiquan Classics, Taijiquan and Martial Aspects, Tuishou 4/5 – SECTION 3 OF FORM TEST – POSTURES 1-14+15-23	
4/10	Taijiquan, Health, Stress Management Simplifying Life	IAC 2-3, MSG 4-6 TOS 3-5
4/17	Taijiquan, Health, Stress Management Reducing Desires	IAC 2-3 MSG 7-9 TOS 6-8
4/24	Taijiquan, Health, Stress Management Stilling and Emptying the Mind	IAC 2-3, MSG 10-12, TOS 9-10
5/01	Taijiquan and Spirituality Creativity, Lifelong Learning 5/3 – TEST ON ENTIRE FORM	IAC 13 MSG 13-14 Afterword
5/07	Exam II (Final Exam) – 8:30am – 10:30am	