

Chaminade University - Honolulu
PSY/RE 477 Daoist Psychology
Fall 2018

<u>Instructor:</u>	Robert G. Santee, Ph.D.	<u>Time:</u>	T/R 10:00am – 11:20am
<u>Phone:</u>	(808) 735-4720	<u>Room:</u>	Henry Hall 104
<u>Office Hours:</u>	M/W 12:30pm – 1:30pm T 11:30am – 12:30pm Behavioral Sciences Bldg. 105A	<u>Email:</u>	rsantee@chaminade.edu
<u>Appointment:</u>	Pam – 808-735-4751 or email: pamela.silva-patrinis@chaminade.edu Sherlyn – 808-739-8393 or email: sherlyn.antonio@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
Lieh Tzu; translated by Eva Wong
A Study of Taijiquan; Sun Lutang (trans. Tim Cartmell)

Catalog Course Description

This course will examine the domains of consciousness, self, behavior, spirit, social interaction, and therapeutic intervention from the perspective of Daoism. The course will explore Daoist psychology as found in the Yijing, Daodejing, Zhuangzi, Liezi, Zuowanglun, and Later Daoists. The course will examine the relationship between the Daoist perspective and the contemporary psychological perspectives of humanistic psychology, cognitive psychology, and existential psychology. To assist the exploration of the psychological approach to Daoism the traditional Sun style form of Taijiquan, Taihequan, Qigong, Daoist breathing exercises, zuowang and xinzhai will be taught as part of the class. Fulfills interdisciplinary course requirement. Cross-listed as RE 477.

Program Learning Outcome

This course develops and assesses the skills and competencies for the program student learning outcome of Applied 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.

Course Description

The scope of this course will be an interdisciplinary examination of Daoism in such areas as consciousness, self, behavior, functionally adapting to the environment, spirituality, social interaction, and therapeutic intervention. The course will explore Daoist psychology as found in the Yijing, Daodejing, Zhuangzi, Liezi, Zuowanglun, and The Complete Reality School of Daoism (Quanzhen). Special attention will be given to the 3 treasures of Daoism: qi, jing, shen and their psychological importance. The overall course will be guided by the Daoist 3-fold approach (simplifying life, reducing desires, and stilling and emptying the mind) to health managing stress

In order to assist the student in understanding Daoist contributions to psychology, the relationship between the Daoist perspective and the contemporary psychological perspectives will be examined. To assist the exploration of the psychological approach of Daoism, Taijiquan (traditional Sun style), Taihequan, Qigong, and Daoist breathing exercises will be taught as part of the course.

All students are expected to participate in the Taijiquan, Qigong and Taihequan at the start of the class. It is a practical way to understand the academic issues that are presented in class regarding Chinese culture. The Taijiquan, Qigong and Taihequan are linked to the Marianist Educational Values of a holistic education: provide an excellent education; educate for formation in faith (understanding culturally different perspectives); and educate for adaption to change. Failure to participate will mean a loss of 5 points for each session that is missed.

If you are unable to participate due to some physical problem, pain, etc., tell me and go sit under the tent and watch the class. If this continues, then you must provide a doctor's note after the 2nd missed participation. You will not lose points for the first 2 missed practices if you tell me and then go sit under the tent and watch the class. If any of the individual movements cause you pain, then do not do them. If participation is precluded for the entire semester, then you must drop the course. If you come to roll call and then leave and do not participate, you will lose 5 points.

This course will utilize lectures, audio-visual aids, and class interaction in our journey through the many passages of Daoist Psychology.

The traditional Sun style Taijiquan form performed by Master Wang Yangji can be found by doing a Google search by typing in: **Sun style Taijiquan Master Wang Yangji.**

The **Taihequan form** can be found by doing a Google search.

Questions To Ponder During The Course Of The Semester

1. Is Daoism a psychology?
2. How can Daoism be seen within the context of evolutionary theory/psychology?
3. How is change integrated in Daoism?
4. What is happiness relative to Daoism and Western psychology?
5. How does culture impact on your world view?
6. What is an interdisciplinary approach to Daoism?

Student Learning Outcomes

Student will demonstrate an understanding of:

1. Daoism/Daoist psychology in an integrative, holistic context of evolutionary theory, neuroscience, stress, and stress management.
2. the Yijing (I Ching), Daodejing (Tao De Ching), Zhuangzi (Chuang Tzu), Liezi (Lieh Tzu), Zuowanglun, and the Complete Reality School of Daoism from an integrative, holistic perspective.
3. Daoism/Daoist psychology within the context of learning.
4. how to compare and contrast Daoism/Daoist psychology with Western approaches of humanistic, cognitive, and existential counseling/psychotherapy.
5. how Taijiquan, Taihequan, and Qigong are expressions of Daoism/Daoist psychology.
6. Daoist 3-fold approach (simplifying life, reducing desires, and stilling and emptying the mind) to health, prevention and management of stress, and spirituality.
7. the similarities and differences between Daoism and Western culture relative to the

- concepts of self, reason, faith, spirituality, and direct experience.
8. an interdisciplinary perspective (neuroscience, evolutionary theory, psychology, philosophy, and religion) relative to exploring Daoism/Daoist psychology.
 9. basic Daoist concepts of Dao, qi, ying and yang, wuwei, wushi, ziran, dantian, guan, simplicity, yielding, softness, emptiness, change and transformation, and the 3 treasures.
 10. how this course can be addressed from each of the 5 Marianist Educational Values.

Assessment

- ♦ **2 exams.** The 2nd exam will be cumulative.
- ♦ **Paper 1** - Describe your experiences doing Sun Taiji, Taihequan, and Qigong **performed** at the start of class.
- ♦ **Paper 2** - Complete **Exercise B** in **IA**, on page 184-185, and then describe your experiences and answer the questions in Exercise B.
- ♦ **Paper 3** - Complete the Experiencing Change Practice on page 45 of TOS, describe your experiences and answer the questions.

Format for ALL Papers: You may write more than 1 page

- Typed
- Single spaced
- Times New Roman font size 12
- One inch margins on all sides
- Indent first line of each paragraph
- No space between paragraphs
- Paper must have an introduction and a conclusion
- Page length minimum 1 full page
- Each paper must have a cover page, which will include your name, the title of the paper, course number, and due date
- Staple all pages together before turning in

►► PAPERS ARE DUE ON TIME – LATE PAPERS WILL NOT BE ACCEPTED ◄◄

Grading

Exam I	100
Exam II	200
Paper 1	20
Paper 2	40
Paper 3	40

TOTAL = 400

Grading Cont.

A = 360 +

B = 320 - 359

C = 280 - 319

D = 240 - 279

F = 239 ↓

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 course. Nothing will be accepted after the last class of the term.**

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 weeks or more must be reported to the Associate 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.

Classroom Rules

- **Cell phones can only be used for voice recording class lectures. No texting, tweeting, internet use, videotaping, etc.**
- 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.

✍ **COMPUTER USE IS ONLY FOR CLASS WORK, IT CANNOT BE USED FOR ANYTHING ELSE DURING CLASSTIME**

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 2018/2019, pg. 55

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**

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 quotes were taken directly from: <http://allpsych.com/researchmethods/replication.html>

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.

Tentative Course Schedule

<u>Week</u>	<u>Topic</u>	<u>Readings</u>
8/21	Introduction; Daoist Psychology; An Integrative and Interdisciplinary Approach: Simplicity, Commonality, and Beginning Points; Evolutionary Theory; Taijiquan; Taihequan; Qigong (Baduanjin, Yijinjing, Sun Taiji Qigong; Physical, Psychological and Interpersonal Health; 3 Treasures of Daoism: Ching (jing), Ch'i (qi), Shen; Daoist 3-Fold Approach (Simplifying Life, Reducing Desires, and Stilling and Emptying the Mind) to Health and Managing Stress; Sun Style Taijiquan	IA: Intro TOS: Intro SOT pp. 1-6
8/28	Yijing, Daodejing; Evolutionary Theory; Stress; and Stress Management	IA: 1-3 TOS: 1 SOT pp. 7-46
9/04	Daodejing; Evolutionary Theory; Stress; and Stress Management	IA: 1-3, 5 (Dao De Jing) TOS: 2 SOT pp. 7-46
9/11	Daodejing; Humanistic Counseling; Daodejing and Stress Management 9/13 - PAPER 1 DUE	IA: 5 (Dao De Jing) TOS: 3 SOT pp. 51-55
9/18	Daodejing; Daoist Breathing; Daodejing and Stress Management; Wuwei, Wu Shih (Wushi), Tzu Ran (Ziran)	IA: 5 (Dao De Jing) TOS: 4-7 SOT pp. 57-58
9/25	Zhuangzi; Evolutionary Theory; Stress; and Stress Management 9/27 - PAPER 2 DUE	IA: 5 (Zhuangzi) TOS: 3, 9 SOT pp. 69-72
10/02	Zhuangzi; Evolutionary Theory; Stress; and Stress Management	IA: 5 (Zhuangzi) TOS: 3,9 SOT pp.73-75
10/09	Zhuangzi and Stress Management; Existential Counseling	IA: 5 (Zhuangzi) TOS: 8 SOT pp 76-193
10/16	Zhuangzi; Tso Wang (Zuowang); Hsin Chai (Xinzhai); Happiness 10/18 - EXAM I	IA: 5 (Zhuangzi) TOS: 9 SOT pp. 76-193

10/23	Integration of Laozi, Zhuangzi, Taijiquan, Taihequan, and Qigong	IA: 5 (Summary) TOS: 8 SOT pp. 76-193
10/30	Liezi; Cognitive Restructuring 11/1- PAPER 3 DUE	LT: Intro, All TOS: 3-4 SOT pp. 76-193
11/06	Liezi; Cognitive Therapy Counseling; Zuowanglun	LT: Intro, All TOS: 3-4 SOT pp. 76-193
11/13	Western Approaches to Stress Management--Benson and Kabat-Zinn; Taoism, Qigong and Health; Zuowanglun; Films; Daoist 3-Fold Approach (Simplifying Life, Reducing Desires, and Stilling and Emptying the Mind) to Health and Managing Stress	IA: 3 TOS: 8 SOT pp. 216-220
11/20	Daoism; Taijiquan and Qigong; Health Daoist 3-Fold Approach (Simplifying Life, Reducing Desires, and Stilling and Emptying the Mind) to Health and Managing Stress; Complete Reality School of Daoism 11/22-23 – THANKSGIVING HOLIDAY	TOS: 10
11/27	Complete Reality School of Daoism; 3 Treasures of Daoism; Wrap Up; Review	TOS: 10

EXAM II – 8:30am – 9:30am