

**CHAMINADE UNIVERSITY
PSY 477 TAOIST PSYCHOLOGY
FALL 2002**

<u>Instructor:</u>	Robert G. Santee, Ph.D.	<u>Time:</u>	T/R 9:30-10:50 AM
<u>Office Hours:</u>	M/T 4:00 – 5:00	<u>Room:</u>	Henry Hall 104
	W 1:00 – 2:00	<u>Phone:</u>	735-4720
	T/R 11:00 – 12:00	<u>FAX:</u>	739-4670
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	By Appointment		

Texts: Tao of Power; translated by R. L. Wing
The Book of Chuang Tzu; M. Palmer, E. Breuilly (trans.)
Lieh Tzu; translated by Eva Wong
Art of Strategy, translated by R.L. Wing
The Chronicles of Tao; Deng Ming-Dao
QiGong: Essence of the Healing Dance; Garripoli

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

1. *a balance of reason and faith*
2. *education of the whole person*
3. *family spirit/community*
4. *service, justice, and peace*
5. *adaptation to change*

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

COURSE DESCRIPTION

The scope of this course will be an examination of the domains of consciousness, self, behavior, strategy, decision making, spirit, social interaction, and therapeutic intervention from the perspective of Taoism. The course will explore Taoist psychology as found in the I Ching, Tao Te Ching, Chuang Tzu, Lieh Tzu, Sun Tzu, and The Complete Reality School of Taoism. Special attention will be given to the 3 treasures of Taoism: ch'i, ching, shen and their psychological importance. In order to assist the student in understanding Taoist psychology, the relationship between the Taoist perspective and the contemporary psychological perspectives of humanistic psychology, cognitive psychology, and existential psychology will be examined. To assist the exploration of the psychological approach of Taoism, Ch'i Kung and Taoist breathing exercises will be taught as part of the course.

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

OBJECTIVES

1. Student will be able to demonstrate an understanding of Taoist psychology.
2. Student will be able to differentiate between the Tao Te Ching, Chuang Tzu, Lieh Tzu, and The Complete Reality School of Taoism relative to a psychological focus.
3. Student will be able to demonstrate an understanding of shamanism and its relationship to Taoism.
4. Student will be able to differentiate between the 3 Taoist treasures of ch'i, ching, and shen and their relationship to psychological functions.
5. Student will be able to compare and contrast Taoist psychology with Western psychological approaches of humanistic, cognitive, and existential therapy.
6. Student will be able to demonstrate an understanding of the psychological components of strategy/war as found in the work of Sun Tzu.
7. Student will be able to demonstrate an understanding of how T'ai Chi Ch'uan and Ch'i Kung are expressions of Taoist psychology.
8. Student will be able to demonstrate an understanding of how Taoist psychology is expressed in the life of Kwan Sai Hung.
9. Student will be able to demonstrate an understanding of similarities and differences between Western culture's concept of reason and faith and Eastern culture's concept of direct experience (no self/no object).
10. Student will be able to demonstrate an understanding of how Taoist psychology is applicable in their everyday life.
11. Student will be able to demonstrate an understanding of the scientific method and its application to the study of Taoist psychology.
12. Student will be able to demonstrate an understanding of how this course can be addressed from each of the 5 Marianist educational values.

QUESTIONS TO PONDER DURING THE COURSE OF THE SEMESTER

1. What is psychology?
2. Is Taoism a psychology?
3. How is change integrated in Taoism?
4. What is happiness relative to Taoism and Western psychology?
5. How does culture impact on your world view?

ASSESSMENT

To assess the objectives each student will:

1. Take 3 exams. The 3rd exam will be cumulative.
2. Write a 10 page paper (typed, double spaced) demonstrating how Taoist psychology (Lao Tzu, Chuang Tzu, Lieh Tzu, the Complete Reality School of Taoism, and Sun Tzu) is integrated in the work of "The Chronicles of Tao".
3. 1 page paper, typed, single spaced, on "What is Psychology?"

GRADING

Exams I and II	100 each =	200
Exam III		200
Paper		100
Psychology Paper		20
	TOTAL	520

A = 468 +
B = 416 - 467
C = 364 - 415
D = 312 - 363

Papers are due on time. 5 points a class day will be deducted for late papers.

ATTENDANCE

If you are not in class when role is taken, you will be counted absent. If you are marked absent, you will lose 10 points for each absence.

TENTATIVE COURSE SCHEDULE

<u>Week</u>	<u>Topic</u>	<u>Readings</u>
8/27	Introduction, Taoist Psychology, Shamanism, Western Psychology, "The Chronicles of Tao", Scientific Method, T'ai Chi Ch'uan, Ch'i Kung	TofP All; CofT All QG All
9/3	9/3 - "What is Psychology?" Paper Due <u>Tao Te Ching</u> ; Humanistic Psychology	TofP All; CofT All; QG All
9/10	<u>Tao Te Ching</u> ; Humanistic Psychology	TofP All; CofT All; QG All
9/17	<u>Tao Te Ching</u>	TofP All; CofT All; QG All
9/24	<u>Tao Te Ching</u>	TofP All; CofT All; QG All
10/1	10/3 - EXAM I Chuang Tzu; Existential Psychology	CT All; CofT All
10/8	Chuang Tzu; Existential Psychology	CT All; CofT All
10/15	Chuang Tzu; Existential Psychology	CT All; CofT All
10/22	10/24 - EXAM II Lieh Tzu; Cognitive Psychology	LT All CT All; CofT All
10/29	Lieh Tzu; Cognitive Psychology	CofT All, LT All
11/5	Lieh Tzu; Cognitive Psychology	CofT All, LT All
11/12	Complete Reality School of Taoism; 3 Treasures of Taoism	CofT All
11/19	Complete Reality School of Taoism; 3 Treasures of Taoism	CofT All
11/26	Sun Tzu 11/28-29 - THANKSGIVING HOLIDAY	AS All
12/3	Sun Tzu 12/5 - "The Chronicles Of Tao" Paper Due	AS All
12/9	FINAL EXAM - 8:00-10:00	

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 thus help professionals to make predictions of future events.

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.

Research Methods 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.

Methods In Behavioral Research; Cozby

GUIDELINES FOR WRITTEN ASSIGNMENTS

Page length

Page requirements are the minimum requirement. If the requirement is six (6) pages, then write, at minimum, six (6) **FULL PAGES**. Not 5 pages and ½ a page for the 6th page. The cover page, abstract and reference page do not count as part of the page requirement. If the paper is worth 100 points and you only write 8 pages, then you will lose 20 points. If you write 9 pages and only a line, you will lose 10 points.

Font

Font size "should not be larger than this which is 12."

Margins

Margins should fall within the parameters of this sentence. In other words, side margins should not be larger than what you are now viewing for the two sentences above this last sentence. The top and bottom margins should be consistent with this page. Put your name on a cover page.

APA Style for References

Hanging Indent for reference page:

Atkinson, D.R. (1985). Ethnic similarity in counseling psychology: a review of research. *The Counseling Psychologist*, 11, 79-72.

Referencing within the Narrative:

Studies (Smith, 1996; Wilson 1998) indicate that

Jackson (1981) found that

Quotes

Quotes are all **single-spaced**. If you double space quotes, points will be taken off. All papers should avoid, as much as possible, any quotes. If you use quotes, unless otherwise specified, be consistent with the following format

Kim (1985) states:

My research demonstrates.....
..... (p.346).

The Chinese perspective clearly indicates.....

..... (Chen, 1998, p. 312-315).

This is the bottom margin.

REQUIREMENTS FOR WRITING PAPERS

Guidelines

Cover page

Introduction

Theme/focus is clearly stated

Theme is well developed

Specific examples are given

Clear interpretation/analysis

Well-structured/organized

Has a conclusion

Clearly written: grammar, syntax, spelling

Well-documented; APA style of referencing (see guidelines)

Good command of topic

Good synthesis skills

Reference page

Appropriate margins (see Guidelines)

Typed, double spaced

Page length requirement is met (see guidelines)

Needs Improvement

Lacks a cover page

Lacks an introduction

Needs clearer theme/focus

Needs deeper analysis

Give more evidence

Missing interpretation/analysis

Rethink organization

Lacks a conclusion

Fix grammar/syntax/spelling

Needs more sources; lacks APA style

Factual/concept errors

Needs more synthesis

Lacks reference page

Margins do not meet guidelines

Is not typed, double spaced

Page length is not met