

SSI '01
Ans



CHAMINADE UNIVERSITY
☉ PSY 478 - THE PSYCHOLOGY OF T'AI CHI CH'UAN ☉
SUMMER I 2001

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By Appointment

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Texts: The Tao of Tai-Chi Chuan – Way to Rejuvenation; Tsung Hwa Jou; 1981
The Essential Tao; T. Cleary (trans.); 1993
Confucius – The Analects
QiGong: Essence of the Healing Dance; Garripoli, 1999
Beyond the Closed Door: Chinese Culture and the Creation of Tai Chi Chuan;
Bresloe, 1995
Vitality, Energy, and Spirit; T. Cleary (trans.); 1991
How to Grasp the Bird's Tail If You Don't Speak Chinese; Schorre, 2000
Handouts

Recommended Text: The Taoist I Ching; T. Cleary; 1986

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 is a scientific, experiential, and psychological examination (cognitive, behavioral, spiritual, and affective) of the art of T'ai Chi Ch'uan. The course will explore the influence of Shamanism, Confucianism, Neo-Confucianism, Early Taoism, Later Taoism, Ch'an Buddhism, the I Ching (yin/yang, Pa Kua), the School of Yin/Yang, and the

School of Wu Hsing (5 processes) on consciousness, and the framework of the moving meditation of T'ai Chi Ch'uan. The focus of the course will be on chi development and flow within the framework of T'ai Chi Ch'uan.

☯ The Yang style (slow and fast forms) will be taught in their entirety during the semester. Tui Shou (push hands) and Ch'i Kung, meditation (including microcosmic/macrocosmic orbits) will also be taught to supplement our exploration into consciousness.

Essentially, during the course of the semester, you will be conducting an experiment on yourself (N=1). You will be observing, describing, explaining, and predicting changes in your physical and psychological (mind/body) *Being* due to your practice of Ch'i Kung and T'ai Chi Ch'uan.

☯ Specific attention will be given to both a didactic and practical understanding of the Three Treasures (ching, ch'i, shen), Yin/Yang, Pa Kua, Wu Hsing (5 processes), wu wei, mind fasting, and the T'ai Chi classics.

☯ In addition, T'ai Chi Ch'uan will be examined from health oriented, spiritual, religious, martial, cultural, and philosophical perspectives.

☯ The first ½ of each class will be focused on the practical aspect of learning the T'ai Chi Ch'uan form and Ch'i Kung. The second ½ of each class will be a more didactic inquiry in T'ai Chi Ch'uan.

ATTENDANCE

As this is a highly experiential and participatory class, you will start off with 100 points for attendance. You are expected to be in class on time. If you are not present for role, you will be marked absent and you will lose 10 points.

OBJECTIVES

Student will be able to demonstrate an understanding of:

1. the psychological aspects (cognitive, behavioral, affective) of T'ai Chi Ch'uan.
2. the spiritual, religious, cultural, and philosophical aspects of T'ai Chi Ch'uan.
3. health benefits of T'ai Chi Ch'uan.
4. the relationship between T'ai Chi Ch'uan and Ch'i Kung.
5. the relationship between T'ai Chi Ch'uan and changes in consciousness.
6. the psychological aspects of yin/yang, Pa Kua (8 trigrams), Wu Hsing (5 processes), wu wei, mind fasting, and the 3 treasures of ching, ch'i, and shen.
7. the psychological aspects of the T'ai Chi Ch'uan classics.
8. the relationship between Shamanism, I Ching, Confucianism, Early Taoism, Later Taoism, Ch'an Buddhism, and Neo-Confucianism and T'ai Chi Ch'uan.
9. the martial arts aspect of T'ai Chi Ch'uan.

10. the scientific method and its application to the psychological study of T'ai Chi Ch'uan.
11. the complete Yang style T'ai Chi Ch'uan forms (slow and fast forms).
12. psychological aspects of Tui Shou (push hands).
13. a culturally diverse perspective regarding the relationship between mind and body.
14. how this course can be addressed from each of the 5 Marianist educational values.

REQUIREMENTS

☉ 2 Exams			150 x 2 = 300 pts
☉ Paper -	10 page, typed, double-spaced, that describes what changed within you due to the practice of Ch'i Kung and T'ai Chi Ch'uan. Using the scientific method you must discuss/describe what you observed, offer explanations, indicate what predictions you are able to make based on your experiences in Ch'i Kung and T'ai Chi Ch'uan. Special focus should be given to what changes/refinements in consciousness you observe.		100 pts
☉ T'ai Chi Ch'uan Form (slow)	Section I	25 pts	
	Section I and II	50 pts	
	Section I, II, and III	125 pts	200 pts
☉ Attendance			100 pts
	TOTAL		700 PTS

PAPER IS DUE ON TIME. 5 points a class day will be deducted for late paper.

GRADING

A = 630 +
 B = 560 - 629
 C = 490 - 559
 D = 420 - 489

TENTATIVE SCHEDULE

DATE	TOPIC	FORM	READINGS [Readings will be supplemented with handouts]
Week 1 5/21	What is T'ai Chi Ch'uan? Ch'i? What is Ch'i Kung? Scientific Method; Meditation; 10 Principles of T'ai Chi Ch'uan; Yin/Yang, Ch'i; Psychological Approach to T'ai Chi Ch'uan; Chinese Culture; I Ching; Pa Kua; 3 Treasures	Introduction to Ch'i Kung, Zhan Zhuang, T'ai Chi Ch'uan, Silk Reeling, Pa Duan, Wu Hsing Form, Yang Style T'ai Chi Ch'uan Slow Form - Section 1	TTCC 1, QG 1-2, BCD 1, HTGBT 1-43
5/23	Shamanism; I Ching; Pa Kua	Ch'i Kung, Zhan Zhuang, T'ai Chi Ch'uan, Silk Reeling, Pa Duan, Wu Hsing Form, Yang Style T'ai Chi Ch'uan Form – Section 1	TTCC 2, QG3, BCD 2, HTGBT 1-43
Week 2 5/28 - HOLIDAY 5/29	Psychological Aspects of Confucianism and Application to T'ai Chi Ch'uan	Ch'i Kung, Zhan Zhuang, T'ai Chi Ch'uan, Silk Reeling, Pa Duan, Wu Hsing Form, Yang Style T'ai Chi Ch'uan Form – Section 1	TTCC 2, QG 4, Analects All BCD 3, HTGBT 1-43
5/31	Psychological Aspects of Early Taoism and Application to T'ai Chi Ch'uan	Ch'i Kung, Zhan Zhuang, T'ai Chi Ch'uan, Silk Reeling, Pa Duan, Wu Hsing Form, Yang Style T'ai Chi Ch'uan – Section 1 6/1 – TEST ON SECTION 1 OF SLOW FORM	TTCC 2, ET All, BCD 4, HTGBT 1-43

Week 3 6/4	I Ching, Pa Kua	Ch'i Kung, Zhan Zhuang, T'ai Chi Ch'uan, Silk Reeling, Pa Duan, Wu Hsing Form, Yang Style T'ai Chi Ch'uan Form – Section 2	TTCC 2, BCD 5, I Ching All, HTGBT 44-81
6/6	Psychological Aspects Of Ch'an Buddhism, Yin/Yang School, Wu Hsing/I Ching And Application To T'ai Chi Ch'uan; Religious Taoism; Neo-Confucianism 6/8 - EXAM I	Ch'i Kung, Zhan Zhuang, T'ai Chi Ch'uan, Silk Reeling, Pa Duan, Wu Hsing Form, Yang Style T'ai Chi Ch'uan Form – Section 2	QG 9, BCD 6, HGTBT 44-81
Week 4 6/11 HOLIDAY 6/12	Psychological Aspects Of Ch'an Buddhism, Yin/Yang School, Wu Hsing/I Ching And Application To T'ai Chi Ch'uan; Religious Taoism; Neo-Confucianism	Ch'i Kung, Zhan Zhuang, T'ai Chi Ch'uan, Silk Reeling, Pa Duan, Wu Hsing Form, Yang Style T'ai Chi Ch'uan Form – Section 2	TTCC 3, QG 9, BCD 7, HGTBT 44-81
6/14	Foundations of T'ai Chi Ch'uan, Ch'i Kung, Meditation	Ch'i Kung, Zhan Zhuang, T'ai Chi Ch'uan, Silk Reeling, Pa Duan, Wu Hsing Form, Yang Style T'ai Chi Ch'uan Form – Section 2 6/15 - TEST ON SECTION 2 OF SLOW FORM	TTCC 3, QG 9, BCD 8, HGTBT 44-81
Week 5 6/18	T'ai Chi Ch'uan Classics, 3 Treasures – Ching, Ch'i, and Shen	Ch'i Kung, Zhan Zhuang, T'ai Chi Ch'uan, Silk Reeling, Pa Duan, Wu Hsing Form, Yang Style T'ai Chi Ch'uan Form – Section 2	TTCC 4, BCD 9, HGTBT 44-81
6/20	T'ai Chi Ch'uan Classics, 13 Postures	Ch'i Kung, Zhan Zhuang, T'ai Chi Ch'uan, Silk Reeling, Pa Duan, Wu Hsing Form, Yang Style T'ai Chi Ch'uan Form – Section 3	TTCC 4, HGTBT 82-115

Week 6 6/25	T'ai Chi Ch'uan Classics and Martial Aspects; T'ai Chi Ch'uan and Health, Tui Shou	Tui Shou; Ch'i Kung, Zhan Zhuang, T'ai Chi Ch'uan, Silk Reeling, Pa Duan, Wu Hsing Form, Yang Style T'ai Chi Ch'uan Form – Section 3 6/26 – TEST ON ENTIRE SLOW FORM	TTCC 5-6, QG 5-8, HGTBT 82-115
6/27	T'ai Chi Ch'uan and Culture, T'ai Chi Ch'uan and Spirituality, Tui Shou 6/27 – TERM PAPER DUE	T'ai Chi Ch'uan – Fast Form	TTCC 5, QG 5-8, HGTBT 82-115
6/29	EXAM II		

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