Special Topic in Religious Studies: 3009: The Body, Meditation & Healing

Instructor: Nagatomo, Shigenori   Office: Anderson 649
Year: Fall, 2011   Office Phone: 215-204-1749
Time:  T/R 11:00-12:20   Office Hours:  T/R 12:35-1:15
Place:  Wehman 4: Changed to Anderson 6 or by appointment
Email: snagatom@temple.edu

Disability disclosure:
Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215 204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Guidelines about contacting the instructor: I will try to respond to your email in a timely manner if you have any serious question and concern about the course; however, I encourage you to talk to me before and after the class, and/or during my office hours.

Course description
This course is designed to intellectually address the issues of mind-body, meditation and healing from a holistic point-of-view. It is organized around five themes. In order to guide students to a fruitful understanding of what meditation is and how healing works, the course will initially examine 1) two paradigms of the body (i.e., the view of the body upheld by organ-oriented medicine that presupposes the Cartesian disjunctive mind-body dualism and the view of the correlative mind-body dualism that is presupposed by acupuncture medicine, Yoga, and Daoism. Focusing on the latter view-point, the course will look into two body-schemes that have been proposed in the contemporary period; one by Maurice Merleau-Ponty and the other by Yuasa Yasuo. These body-schemes will introduce the student to the idea of the stratification of the living and lived-body. This will be introduced as a way of gaining 2) awareness of one’s own body. Knowledge of the stratified living and lived body will serve as a first step to gaining an understanding of what meditation is and how healing works.

With an awareness of the stratified layers of the living and the lived body, the course will then probe into 2) deeper dimensions of one’s own body by exploring acupuncture’s meridian system, particularly the nature of ki-energy and acu-points. To demonstrate the objectivity of the meridian system, the students will learn about Motoyama’s apparatus, the AMI, that measures the activity of ki-energy in the living human body. Along with the meridian system, the course will also examine Yoga’s ideas of subtle-body and causal-body, as a theoretical framework of these deeper dimensions of the body. This is essential for gaining a practical understanding of what meditation is and how healing can occur.

The preceding three themes are designed to prepare the students for the next two topics; meditation and healing. The fourth theme, then, is 4) meditation, and it will be addressed a technique of controlling the deeper dimensions of one’s own body and mind. In order to gain a fuller picture of this control, the course will examine the psychophysiological meanings of the following ideas and practices: posture, breathing, breathing and emotion, emotion and Yoga’s cakras (i.e., personality types), meditation
and sexuality, meditation and spirituality. A mastery of these topics will allow the student to learn about the relationship between meditation and image-formation (Jung’s active imagination and the visualization proposed by the *Amidayudhyanisutra*), which is one of the techniques used for controlling the deeper dimensions of one’s own body and mind. This will be examined from a broader perspective by considering the hierarchical meditational states (discussed in Motoyama’s “the Buddha’s Satori”).

Once the students learn what meditation is, the course will conclude with an intellectual exploration of how techniques of healing work. It will examine three categories of sickness; physical (i.e., organic/functional) disorder, psychological (i.e., functional disorder, and spiritual disorder (i.e., the imbalance and stagnation of *ki*-energy, the distortion of the subtle and the causal bodies). Then, some techniques of healing will be introduced such as moving into a psychic space of interresonance and attunement; a restoration of the balance between mind and body; control of *ki*-energy in the flow of one’s own body; targeting *ki*-energy in an affected area/organ/part to be healed; control of one’s body-image; and creating an ideal image of an affected area/organ/part to be healed.

Topics to be covered:

I. Two Paradigms of the Body (Who Are You? A Mind, A body, Both or Neither?)

- Organ Oriented Medicine
  - Cartesian Disjunctive Mind-Body Dualism
- Acupuncture/Yoga/Daoism
  - Correlative Mind-Body Dualism

II. Awareness of One’s Own Body (or Getting Acquainted with Your Own Body)

- The Stratification of the Living and Lived Body.
  - Phenomenologist’s Lived Body: “Subject-Body” and “Object-Body.”
  - Merleau-Ponty’s Body-Scheme
  - Yuasa’s Body-Scheme

III. Deeper Dimensions of One’s Own Body (There is More to Your Awareness)

- Acupuncture’s Meridian System
  - *Ki*-Energy and Meridians
  - Acu-Points
  - Measurement of *Ki*-Energy: Motoyama’s AMI
- Daoist Understanding of the Living and Lived Body
- Yoga’s Subtle-Body and Causal-Body

VI. Meditation (How Does One Become Aware of them?)
• Posture
• Breathing
• Breathing and Emotion
• Meditation and Sexuality
• Meditation and Spirituality
• Meditation and Image-Experience: Jung’s Active Imagination and Amidakyo
• A Hierarchy of Meditation States: Motoyama’s “the Buddha’s Satori”

V. How to Get out of the Mess?

• A Variety of Sickness
  • Physical (i.e., organic/functional) Disorder
  • Psychological (i.e., functional and psychological) Disorder
  • Spiritual Disorder (i.e., imbalance and stagnation of Ki-Energy, the subtle-body and the causal-body)

Course requirements:
The student is required to complete 1) two exams (50%), and 2) a term paper (40%), and 3) class participation (10%).

• Term Paper: the student is required to write a substantial research paper (7-10 pages, 1 ½ spaced, font 12) on a topic reflecting his/her interest in the course materials. A topic for the paper must be approved in consultation with the instructor. (The student may entertain several possible topics before consulting the instructor.) At the time of consultation, he/she is recommended to present to the instructor an outline of his/her possible topic. Please refer to Paper Evaluation for the criteria that are examined in grading the paper.

• Two exams: to test the acquisition of basic terminology covered in class as well as the ability to organize ideas coherently and consistently.

Course Policies:

• Late submission of exams and paper will automatically mean a 10% reduction of its original value.
• If you miss three classes you will automatically fail the course. This policy is strictly observed.
• Late arrival or early departure will be marked as equivalent to 1/3 of missing a class.
• Attendance will be taken at all classes.
• Bring the relevant reading material to class.
• You are expected to attend all classes fully prepared: complete the reading assignment for each class with written notes, and be ready to raise specific questions and discuss points about the assigned reading.
• If you encounter a problem, don’t hesitate to discuss it with the instructor as soon as possible. Don’t wait until it is too late!
Grading Policy:
The final grade will be determined by averaging the points achieved for the mid-term exam, the term paper. In addition, class attendance and participation in discussion are also considered toward the final grade. The numerical scale is shown below.

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A   100 – 94  B+  89 – 87  C+  79 – 77  D+  69 – 67  F Below 59
A-  93 – 90  B  86 - 83  C  76 - 73  D  66 - 63
B-  82 - 80  C-  72 - 70  D-  62 - 60
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Due Dates:
1st Exam: 7th Week  2nd Exam: to be announced
Paper: 11th Week (to be submitted in class)

Tentative Schedule:

1st Week  Introduction
2nd Week  The Body, pp.ix-65
3rd Week  The Body, pp.69-128
4th Week  “Preventive Medicine”
5th Week  The Secret, 1st Half
6th Week  The Secret, 2nd Half
7th Week  The Buddha’s Satori, 1st Half (1st Exam)
8th Week  The Buddha’s Satori, 2nd Half
9th Week  Yogasutra
10th Week  The Cakra
11th Week  The Cakra  (Paper Due)
12th Week  The Cakra
13th Week  Chapters three and four of Overcoming Modernity: Synchronicity and Image-Thinking.

Texts:
Motoyama, Hiroshi. The Buddha’s Satori, tr. Shigenori Nagatomo (Under Review)
____________________, tr. Shigenori Nagatomo and his Associate. The Awakening of the Cakras and Emancipation, Encinitas, Calif.: California Institute of Human Sciences (Forthcoming)
____________________. The Measurement of Ki-Energy (AMI).
Patanjali’s Yogasutra in Source Book of Indian Philosophy, pp.453-485.
____________________, tr. Shigenori Nagatomo and John Krummel. Overcoming Modernity: Synchronicity and Image-Thinking (Suny)
Suggested Readings

Amidayudhyanisutra.


Benedit Spinoza, *The Ethics*

Drew Leder, *The Absent Body*,


Nietzsche, F. “of the Despisers of the Body” and “Of the Afterworldsmen,” from *Thus Spoke Zarathustra*; and sections #226, 227, 407, 408, 409, 489, 491, 532, 659, and 676 from *The Will to Power*.


René Descartes, *Meditation* in *The Philosophical Works of Descartes*, pp. 144-199, [and for contrastive purpose, *Passion of the Soul* (2, 3, 6, 7, 31, 32, 34, 36, 38, 41, 47, 50, 147, 211, and 212)]


“Meditation and the View of Nature in East Asia: The Human Being is a Small Heaven and Earth.” (unpublished mss).

Policy on Religious Holidays: If you will be observing any religious holidays this semester which will prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement, your instructor will offer you an opportunity to make up the class or course requirement if you make arrangements by informing your instructor of the dates of your religious holidays within two weeks following the beginning of the semester (or three days before any holidays which fall within the first two weeks of class).

Policy on Cell Phones: Cell phones, pagers and beepers must be turned off during class except with special permission from your instructor.

Attendance Policy: As you can see from the Class Participation and Course Grading Formulas, attendance is very important to your success in this class. You will be excused for 3 absences in the course grading process, but no more. For every 3 absences beyond the first three absences, your course grade will be lowered by one letter grade (e.g., from B- to C+). Students with an emergency (e.g., death in the family, illness, automobile accident) may have an excused absence, but if such absences amount to more than 20% of class hours for the semester, students should consider the possibility of withdrawal from the class.

Policy on Academic Honesty:
Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect.

Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's assistance. Normally, all work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person.

Students must assume that all graded assignments are to be completed individually unless otherwise noted in writing in this syllabus. I reserve the right to refer any cases of suspected plagiarism or cheating to the University Disciplinary Committee; I also reserve the right to assign a grade of "F" for the given paper, quiz or test.
Information Sheet

Special Topic: 3900 The Body, Meditation  
Instructor: Shigenori Nagatomo  
Fall 2011

Name:  
Major:  
Academic Status:  
Phone Number or Email Address:  

*Please use the reverse side in answering these questions if you run out of the space.

1. How many courses are you taking this semester?

2. What other courses have you taken that are related to this course?

3. State your academic background and intellectual interest.

4. What do you hope to learn from this course?

5. Who (or what) is your spiritual model?

6. What, if any, is your religious affiliation?
I. Itemize your mental phenomena that concern you most, and map them in the circle below in terms of importance, intensity, frequency, and centrality.

1) __________  2) __________  3) __________  4) __________
5) __________  6) __________  7) __________  8) __________
9) __________  10) __________  11) __________  12) __________
13) __________  14) __________  15) __________  15) __________
17) __________  18) __________  19) __________  20) __________
I. Life History:
Write your brief life-history by entering below (both inner and outer) events that have a most impact on your life both positively and negatively so far in shaping who you are.

A. Past History

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B. Future History: Your Goals
Write down goals toward which your want to strive in the future.

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II. State concretely how you are planning to achieve these goals. If you are aware of obstacles that will prevent you from achieving these goals, state these obstacles and propose how you can overcome them.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

II. High and Low Points of Your Life
Plot out the high and low points of your life, and connect these points chronologically.

High

Age_______5_______10_______15_______20_______25_______30_______35

Low

N.B.: You may want to make a copy for yourself for future reference.
Paper Evaluation

I. Overview:

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<tr>
<th></th>
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<tbody>
<tr>
<td>a. Mastery of the material</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>b. Overall organization/unity</td>
<td>1</td>
<td>2</td>
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<td>c. Consistency</td>
<td>1</td>
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<td>d. Coherence</td>
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<td>e. Introduction</td>
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<td>2</td>
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<td>f. Conclusion</td>
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II. Writing skills and techniques

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<td>g. Use of quotes</td>
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<td>h. Clarity</td>
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<td>i. Transition</td>
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<td>j. Style</td>
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<td>k. Development of one's own idea</td>
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<td>l. Argument or support</td>
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<td>m. Analytic skill</td>
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<td>n. Synthetic skill</td>
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<td>3</td>
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III. Linguistic/Grammatical:

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<tbody>
<tr>
<td>a. Word choice</td>
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<td>b. Sentence</td>
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<tr>
<td>c. Paragraph</td>
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IV. Comments:

Shigenori Nagatomo