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EDITORIAL: WINTER 2012

To get the most from your martial arts training you must know what you want and expect from yourself, your training, and your life. For example, saying that you want to teach martial arts because you have low self-esteem and think this will help may be honest but is not likely to inspire prospective students. Similarly, saying that you want to study martial arts because you have heard that the associated calisthenics can keep you in a size 8 is honest but hardly a good reason to sign a year's contract with the first school listed in the phone book.

Joseph Svinth

A version of this essay appeared in *EJMAS* in October 1999.

If I were to be catholic in my descriptions of why people start (and more importantly stay) in the martial arts, then perhaps I should limit myself to the seven deadly sins. Unfortunately, pride, covetousness, lust, envy, anger, and sloth do not precisely fit the bill. If I were to be more New Age, then I would use Maslow's hierarchy of values instead. In ascending order Maslow's hierarchy goes like this:

- 1) Physiological needs such as food, oxygen, water, and sleep.
- 2) Physical safety.
- 3) Sense of community, to include camaraderie and love.
- 4) Competence and the associated prestige.
- 5) Self-fulfillment.
- 6) Curiosity and the desire to better understand the cosmos.

Although close, Maslow's hierarchy is still not a perfect fit. Why? Because most of us are impelled by two or more motivations at once, and that is where the problems begin: which motivation takes precedence? Consequently, it probably helps to think of these categories as Venn diagrams, which are those overlapping circles used in algebra classes to show groupings, with the best fit being the tiny area in the center where everything overlaps.

To avoid giving undue priority to any single motivation, the following listing of common motivations is arranged alphabetically. If you think of additional categories, feel free to add them.

1) **Body sculpting.** Sometimes this involves shaping the body as a kind of plastic art and sometimes it is literal disease (think anorexia), but most of the time, it is simply vanity. After all, strengthening the body sufficiently for any reasonable everyday function requires neither a flat abdomen nor bulging biceps. Thus, the root motivation for the sculpted is narcissism. The motivations for the sculptors vary, but include lust (voyeuristic homoeroticism should not be overlooked) and wanting to play God.

2) **Bullying.** Besides the obvious bullying of the big kids or senior students over the little kids or beginners, there is also the bullying of thugs and gangsters on the one hand and the bullying of the police and the army on the other. It is interesting to note that when the bullies are on their side, then most people perceive the bullies as good, whereas if bullies are on the other fellow's side, then the bullies are evil.

3) **Curiosity.** Some people are intrigued by a combative system and begin study to learn more about it. A few find the process of discovery endless but most find their curiosity quickly sated and then move along to something promising more excitement or novelty.

4) **The desire to be a Master.** A simple rule of thumb is this: anyone who proclaims him (or less commonly, her) self to be a master isn't. Nevertheless, there are enormous numbers of people who are not masters who have printed up fancy certificates proclaiming otherwise. Since these people know that their claims cannot stand close scrutiny, they discourage skeptics by saying it is rude to ask them for references, credentials, or proof. Real masters, on the other hand, rarely mind skeptical inquiries. The reason is obvious: being the real thing rather than pale imitations, they have the skills and credentials to support their claims. As an example from the life of one well-known teacher: "Then saith he to Thomas, Reach hither thy finger, and behold my hands; and reach hither thy hand, and thrust it into my side: and be not faithless, but believing." (John 20:25)

5) **Muscular theater.** Excepting the occasional sociopath, most people prefer fantasy violence to real violence. Although kung-fu movies and professional wrestling are extreme examples of this theme, almost all public and many private exhibitions fit this bill to some degree. If simple entertainment, then the associated deadly sin for the audience is sloth while for the promoters it is greed. However, when blood is involved, then the sadistic elements of lust must not be overlooked.

6) **Personal empowerment.** Besides resolving issues of low self-esteem, this category also includes finding answers to historical, philosophical, or personal conundrums. In moderation, empowerment can be a positive thing. Unfortunately the egotism developed along the way all too often swells into unwarranted pride.

7) **Personal self-defense.** Is the Self being protected the Inner or Outer Self? For the Inner Self, defenses are usually magical, philosophical, religious, or shamanic in nature. Although most traditional martial arts include training in such processes, following this path leads us toward a whole new set of issues to include psychotropic drugs, ritualistic behaviors, and the risks inherent in dealing with devils and soul-stealers. On the other hand, if interested primarily in protecting the Outer Self, then it is important to realize that motivations for physical self-defense usually include fear, anger, lust, and greed, and that takes us straight to those seven deadly sins.

8) **Prowess.** Competition between big strong people seems to be the driving force behind many combative activities. While ethical people limit

themselves to competing with their peers many – perhaps most – strong people are not so enlightened. Remember, power corrupts.

9) **Redemption through pain.** Redemption means to free by force, and as a result some people may practice or teach martial arts as a kind of mutual flagellation. The line between redemption through pain and sadomasochism is, however, very fine.

10) **Salvation.** Here the goal is release of the spirit through faith rather than works. In theory, a martial art practiced with the goal of salvation would liberate both teachers and practitioners from the world of appearance and send them racing toward union with ultimate reality. In practice, the first step along that path is learning to distinguish fantasies from warranted assertions. And that first step is a big one. Although there are many paths to Truth, there are even more paths to Error.

11) **Socializing with friends.** Assuming that the socialization is voluntary rather than coerced, this motivation is nothing more than the desire to belong to a group. At its best, this desire leads to agape, a fancy word for non-sexual love. At its worst, it leads to the hazing, verbal abuse, beatings, sexual assaults, and homicides so frequently associated with domestic violence.

Although I have listed many categories, doubtless there are more. Note that each category contains the potential for both good and evil. So regardless of why we start or stay on this path, it is what we do each day while on our journey that ultimately matters the most.

CHOOSING A MARTIAL ART: THE PARABLE OF THE BUS

Kim Taylor

People often ask me what I think of this or that new and improved martial art. I reply with my Parable of the Bus.

This essay first appeared in *InYo* in March 2001.

It seems that a certain 16-year-old wished to go to see his girlfriend because said girlfriend had promised him sex. Now this fellow didn't know what sex was, since he'd never experienced it, but he had heard that it was a "cool thing" and therefore wanted some. Unfortunately, the girlfriend lived across town and as a result he couldn't get any.



Photo: James Kielland 2011

Now, our enterprising young fellow watched quite a bit of television. And on the tube he saw commercials for automobile dealerships wherein it was promised that their vehicles would quickly and easily transport you from Point A to Point B. What was more, you would be cool.

So down our young lad went to the car lot.

He saw a lot of flashy cars and picked a nice red sporty-looking one that was said to go very fast. (Thinking about the girlfriend, he declared he wanted to go fast and in style.) So in he hopped along with the salesman and off they sped.

Well, around the block a couple of times and right back where he started. This was a big disappointment, but the boy thought again about the girlfriend and her promise, so into another car he hopped and off they sped again. And as far as I know, the youngster is still there speeding around in flashy cars, but sadly, no closer to the girlfriend.

Now, as it happened, the girlfriend wasn't all that faithful or particular and so she called up another 16-year old fellow and promised him sex.

This fellow watched television, too, but wasn't all that sure that commercials always delivered what they promised. Being slightly above average in intelligence and a bit of a rebel to his generation, he went and asked his old man what he should do. The old fellow, having been around the block a couple times himself, suggested the kid take some of his pocket change and get on the bus.

So the kid hopped on the dingy, smelly, definitely uncool old bus which rattled and clanked and crept along with a change of driver or two until it finally coughed the kid out in front of the girlfriend's house. I dunno if he had sex or not (gentlemen don't ask and don't tell), but I did notice that he stopped asking questions about it and now keeps bus fare in his pants pocket.

He's also occasionally been heard to say to his closer friends: "Get on the bus!"

ABOUT THE AUTHOR

Kim Taylor is the publisher of the *Electronic Journals of Martial Arts and Sciences*. His blog is at <http://sdksupplies.com/001blog.html>

MAJORING IN MARTIAL ARTS

A while back, someone emailed me to say, "I'm going to college. How do I major in martial arts?" Although the question was probably facetious, the purpose of this essay is to examine some ways of accomplishing just that.

Joseph Svinth

EXPLAINING A MAJOR IN MARTIAL ARTS TO DAD

Parents are not always supportive of children going to college solely for self-actualization. Put another way, while Mom asks when you're getting married, Dad asks, "What job are you going to get with this?"

A version of this essay appeared in *InYo* in November 2002.

Careers in which a combination of college and martial arts skill could be helpful (or even necessary) include

- Club and hotel security
- Corrections
- Executive bodyguard
- Fantasy/science fiction author
- Fight choreographer or stunt double
- Hospital attendant (especially in emergency rooms and mental health wards)
- Massage therapy/holistic medicine
- Physical education teacher
- Recreational specialist

Less directly applicable but probably paying better,¹ is a combination of academic and martial study leading to a career in

- Diplomacy
- Intelligence analysis
- International business
- Military service, especially if intended occupational specialties include special operations, base security, law enforcement, or area studies

¹ See, for example, Michael B. Sauter. (2011, November 15). The Seven Jobs That Require the Most Education, But Pay the Least. *24/7WallStreet.com*. Retrieved December 10, 2011 from <http://247wallst.com/2011/11/15/the-seven-jobs-that-require-the-most-education-but-pay-the-least/>

VARSITY ATHLETICS

If you are exceptionally talented in an international sport such as freestyle wrestling, judo, or taekwondo, then scholarships may be available. Sport scholarship programs are fiercely competitive. Collegiate judo and taekwondo programs are more common in Europe and East Asia than in North America, so plan on learning relevant languages.

Of course, few of us are likely to star in varsity or international athletics. Consequently, most of us will have to settle for an intramural program. Nevertheless, don't despair. Most universities offer a wide range of martial arts at reasonable prices.

ACCREDITED OR NON-ACCREDITED PROGRAMS?

In most of the world, the national government accredits universities, so accreditation is not an issue. However, in the United States, accreditation is an expensive and time-consuming process that colleges and universities voluntarily endure in order to establish and maintain standards.

Because acquiring and maintaining accreditation is a costly and time-consuming process, some US schools are not accredited. This does not mean that unaccredited programs or teachers are bad; it simply means that they are not accredited. That said, some unaccredited programs *are* bad. Examples include the so-called diploma mills that send you a degree in return for submitting the right amount of money.

So do your research, and know what you are getting in advance.

By the way – the same advice also applies to your martial art instruction.

SELECTING A PROGRAM AND ADVISOR

Different institutions offer different programs, and it is up to you to make sure that the program in which you participate suits your needs.

The first step involves reading the university catalog. The reason is that you may be able to satisfy both core curriculum and elective requirements using any of the following courses chosen at random from an Internet search.

- “Martial Arts Cultures and Traditions” (Texas A&M: Anthropology 489)
- “Philosophy of the Asian Martial Arts” (University of Maryland Baltimore County, Philosophy 332)
- “Studies in Oriental Myth and Religion (Topics: Religions East and West; Religions of India; and Yoga, Zen, and Martial Arts)” (University of Texas at Austin: Asian Studies 340)
- “Asian Meditation and Martial Arts” (University of Wisconsin-Madison: SE Asian 358)

If you discover that you like the instructors of these classes, probably the same instructors would make reasonable faculty advisors.

Picking a faculty advisor is no different from picking a martial art teacher, and on this topic, authors Colin Adams, Joel Hass, and Abigail Thompson (1998) have a spot-on essay about finding the right calculus professor called “Exactly Who and What is your Instructor?” I mean, how can you go wrong with the following advice?

- “To find out who the best lecturers are, ask.”
- “To find the best instructor: Go to several classes and stay with the best!”
- “If a class you are prepared for is completely incomprehensible, it is probably the fault of the instructor.”

SOME SPECIFIC PROGRAMS

Some European and Asian universities and a handful of accredited US institutions offer programs aimed specifically at martial arts students and teachers. For example, Indiana University offers a martial arts certification program. Indiana’s program does not lead to a formal degree, but by the time you’ve completed it, you should be close to a minor in something. Likewise, Virginia’s Radford University offers a degree in Exercise, Sport, and Health Education that includes a martial art path.

You may prefer to attend a university that has a thematically related program that is exceptional. If your interests include the Asian martial arts, then you might want to attend a university that has an Asian studies program. Alternatively, if your passions lean toward African or African American martial arts, then you might consider (for example) the programs offered by the University of Wisconsin at Madison.

Look into non-culturally specific options, too. If your interests stress police science, then courses on criminal law, officer survival, and first aid could be useful. Or, if your real thrill is Hong Kong kung fu movies, then you may wish to consider cinema studies.



High school judo tournament, Kent, Washington, USA

Photo: James Kielland 2011

DESIGNING A CURRICULUM

Some universities specialize in individualized degree programs. Accredited examples in the United States include Washington State's Evergreen State University and New York's Empire State College. However, there are no guarantees that these programs have the faculty advisors that you need. So, to make an individualized degree program work, you will need to do some research to ensure that you can get the education you want from the courses offered during the years you will be in attendance. Remember, not all classes listed in the catalog will be offered every year, so you will need to be sure that they are being offered at a time when you will be in attendance.

Core curriculum (often known in the USA as *general university requirements*) might include selections from the following areas

- Anatomy
- Anthropology
- Foreign language
- History
- Human geography
- Physics of everyday motion
- Sociology of sport
- Sports medicine/first aid

Possible concentrations for academic majors and/or minors include

- Administration of sport (to include accounting, advertising, and marketing)
- Anthropology (body/culture/society, comparative religion, cross-cultural studies, folklore, gender and society, group dynamics, etc.)
- Area/international/multidisciplinary/ethnic studies
- Cinema studies
- Criminal justice (administration, conflict resolution, criminal law, ethics, officer survival)
- Comparative philosophy
- Comparative religion
- Dance/theatre (comparative theater, magic and illusion, stage combat, theater history)
- Foreign language
- Health sciences
- History (area and country studies, and "Historian as Detective" courses)
- Kinesiology (physical education pedagogy, injury prevention, history of sport, etc.)
- Literature (of sport, area studies, etc.)
- Sociology of sport

SUMMARY

Depending on your personal goals and finances, a college education can go hand in hand with martial arts training. Choosing an accredited institution may be necessary if you want others to accept your education credentials with little or no hesitation, but unaccredited institutions should not be dismissed out-of-hand.

To make the most of your program, you must take charge of your learning and your program. Remember, choosing the right classes and instructors will greatly enhance your learning experience. To accomplish this, it is recommended that you sit down with a faculty advisor and design your own curriculum. In this way, pen and sword can be in accord.

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ABOUT THE AUTHOR

Joseph Svinth is editor of InYo. His books include *Getting a Grip: Judo in the Nikkei Communities of the Pacific Northwest 1900-1950* (2003) and, as co-editor with Thomas A. Green, *Martial Arts in the Modern World* (2003) and *Martial Arts of the World: An Encyclopedia of History and Innovation* (2010).

MARTIAL ARTS AND COMBAT SPORTS IN PHYSICAL EDUCATION AND SPORT SCIENCES DEGREES

A COMPARATIVE STUDY OF BRAZIL, FRANCE,
PORTUGAL, AND SPAIN

Mariana Simões
Pimentel Gomes and
Bruno Avelar-Rosa

Abstract

This paper examines the Martial Arts and Combat Sports (MA&CS) pedagogy in the Physical Education and Sports Science (PESS) degrees offered in Brazil, France, Spain, and Portugal. Document analysis was used to observe the study plans of the universities. In the European countries, we tried to analyze every university with a PESS degree while in Brazil we examined at least one public university per state. The existence of MA&CS, the name of the subjects, the combat sport emphasized and the type (required or elective) were the main variables observed. An overview of each country appears in the accompanying tables. These tables show the percentage of universities that have MA&CS in their curriculum, as well as the disciplines and if courses are required or elective. French universities presented MA&CS in all the analyzed degrees, but Judo, "General Approach" (a term we define below), and Boxing/French Boxing were the styles most frequently offered. Most Spanish universities offered MA&CS in PESS degree and in these programs Judo has supremacy over other practices. Less than half of the Portuguese universities offered MA&CS, and the ones who did usually offered either Judo or a "General Approach." In Brazil there was a high incidence of MA&CS in the PESS degrees, and the "General Approach," known as "Luta," was typical. The Brazilian MA&CS of Capoeira is also popular in Brazilian universities. It is possible to state with confidence that MA&CS are frequently included in PESS degrees in these four countries. It is also possible to confidently conclude that Judo is the most influential sport in these countries' PESS programs. However, further studies are required to determine if what the course catalogues describe accurately describes what is being taught by the professors.

INTRODUCTION

After studying pedagogical procedures for the teaching of Martial Arts and Combat Sports (MA&CS) in different environments such as schools, clubs, and gyms (Gomes, 2008; Gomes et al., 2010), we observed through conversation and observation that a degree in Physical Education and Sport Sciences (PESS) did not provide graduates with the tools they needed to enable them to effectively teach MA&CS. There are assorted earlier studies that confirm this lack of practical knowledge in MA&CS pedagogy (Figueiredo, 1998; Brousse et al., 1999; Espartero et al., 2001; Villamón et al., 2001; Gutiérrez et al., 2003; Espartero & Gutiérrez, 2004; Vasconcelos, 2006; Camacho, 2007; Ramon, 2007; Nascimento & Almeida, 2007; Robles, 2008; Santos et al., 2010; Silva & Souza, 2010; Vieira et al., 2011; Passos-Santos et al., 2011; Estevan et al., 2011; Ruiz et al., 2011).

Outside university settings, training with masters and habilitated instructors is the usual method of receiving instruction in MA&CS, and also in learning how to be an MA&CS instructor. This learning style is often independent of academic formation (Villamón et al., 2005).

Earlier studies such as Theebom & Knop (1999) analyzed the presence of MA&CS in Physical Education programs and classes according to the knowledge and competences of the responsible teachers, but the authors of those earlier studies did not observe their academic formation itself.

These observations caused the authors of the current paper to examine how the MA&CS are taught in the university. Are they really part of the curricula? Which are the disciplines? What are the combat sports they consider? Are classes required or elective, generic or specific? Such questions led us to prepare an overview of MA&CS in Higher Education degrees.

Due to the exchange of experience that occurs during international contests and congresses, the authors had the opportunity to compare the programs of four different countries: Brazil, France, Spain and Portugal. The purpose of this article is to analyze comparatively the MA&CS teaching in the PESS degrees in these four countries.

METHOD

We used document analysis as our methodological tool. We sought to identify information in published documents in order to discover new aspects of a subject, thereby contributing to its comprehension (Lüdke & André, 1986).

The information was collected from universities' websites and further information was requested by email contact when data not available online.

On the university websites, we looked first for the PESS pages, then to the offered subjects along with the whole degree study plans and finally to the schedules. If any of this information was not found, we emailed the professors listed for the individual MA&CS courses, the course coordinator or someone in charge of these types of issues. We attached a simplified table with the desired

data and asked the respondent to fill it in, completing everything or just the information not available on the website.

The data used in this article refer to the institutions that responded. Universities with missing information or that did not give us feedback on the unavailable data were excluded from the study.

STUDY OBJECT

We analyzed the PESS degree subjects dedicated to MA&CS. To recognize these particular subjects, we observed the discussion made by Svinth (2011) and assumed the definition of Green & Svinth (2010:331) which describes MA&CS as “systematic bodies of knowledge, belief and practice that are associated with methods of attack and defense against human adversaries and their extrahuman allies.” In this way Figueiredo (2009) describes MA&CS as those activities where the body of the other is the object and the purpose of playing through the application of intentional fighting actions.¹ In this sense, we looked for specific MA&CS subjects (i.e., “Judo,” “Fencing,” “Boxing,” or “Wrestling”), and also general curricular subjects that describe this group of practices (i.e., “Martial Arts,” “Combat Sports,” “Fighting Activities,” or “Dual Opposition Activities.”)² Both perspectives (specific and general approach subjects) were observed in academic situations and organization included practical applications, training methodology and/or pedagogical fundamentals.

SAMPLE AND DATA COLLECTING PROCEDURES

We analyzed the presence of MA&CS subjects in Higher Education institutes with PESS degree offered in four countries: Brazil, France, Portugal and Spain.

For France, Portugal, and Spain, we tried to analyze the existence of MA&CS listed in the study plans of every university that offered a PESS degree during the school year of 2011/2012. The degree program corresponded to the first cycle of the Bologna Process (i.e., a Bachelor level degree). For Brazil, we used a different approach. The country is very large and there are hundreds (about 1,200) of PESS degrees offered. Therefore, we compromised, and decided to analyze at least one public university in each of the 27 Brazilian states.

The PESS degree organization in each country is presented below.

- **Brazil:** PESS degrees in Brazil are divided into “*Bacharelado*” (professionals that can work in all fields except in formal education) and “*Licenciatura*” (professionals that will work as school teachers, mainly in regular PE classes) or “*General*” (the degree is not specific). Many

¹ In this way we included subjects such as “Taijiquan” but excluded others such as “Yoga.” Our criterion was fighting intentionality.

² We decided to combine all the subjects found with these general characteristics in a hypothetical category which we designate as “General Approach.” We present the name of the subjects considered inside this group and its number in each country.

universities offer degrees. Students usually start with a common branch (what North Americans would call general studies) and after two or three years they choose a specialized branch to follow (what North Americans would call a major). There is also the possibility of attending one or more branches at the same time, or after finishing the first choice, coming back and attending the rest of the classes to obtain an additional degree or major. Because our sample was very broad in Brazil, we opted for observing only the “General” or “Licenciatura” branches as these correspond to European professional degrees.

- **France:** The PESS degree in France is called “Licence” in Sciences and Techniques of Physical Activities and Sport (“*Sciences et Techniques des Activités Physiques et Sportives*” – generally known by the acronym STAPS). The general curricular organization is common throughout the country, and the degree can be obtained in three years. Individual institutions may present different programs. A standard program consists of taking core curriculum during the first year and specialized curriculum during the second and third years. Specializations include Physical Education (“*Education et Motricité*”), Sports Training (“*Entraînement Sportif*”), Sport Management (“*Management du Sport*”), and Adapted Physical Activity and Health (“*Activité Physique Adaptée et Santé*”).
- **Portugal:** Portuguese universities have autonomy to organize their own curricular studies. In this way, we can find different designations for the PESS degree. Examples include “Sport Science,” “Physical Education and Sport Science,” “Sport and Leisure,” “Sport and Physical Activity,” “Human Kinetics,” and just “Sport.” Each institution also presents its own organization of branches, which normally relate to Sports Training, School Sports, Exercise and Health, and Sport Management. Anyway, according to Bologna Process, the PESS degree in Portugal, called “*Licenciatura*,” is a three-year degree.
- **Spain:** The PESS degree in Spain is called a Degree in Physical Activity and Sport Sciences (“*Grado en Ciencias de la Actividad Física y de Deporte*”). The main curricular offering is common between the different institutions and is a four-year degree. There are also some institutions with related offerings such as “Sports Training,” “School Sport,” “Nature Activities,” and “Sport Management.”

TABLE 1: RELATIONSHIP BETWEEN THE TOTAL AND OBSERVED INSTITUTIONS OF HIGHER EDUCATION OFFERING PESS DEGREES IN THE FOUR ANALYZED COUNTRIES

	Brazil ¹	France	Portugal	Spain
Total institutions	(27 States)	46	31	33 ²
Observed institutions	24	37	31	33
Total %	-	80.43	100	100

The analysis fairly represents the Portuguese and Spanish programs offered nowadays and represents about 80 percent of what is offered in France. In Brazil, there are five states where public universities do not offer PESS degrees, but the other 22 states do offer PESS degree programs. Two additional Brazilian universities were included in our count to reflect that some public universities have multiple campuses offering PESS degrees. These were in São Paulo and Rio de Janeiro.

We opted to consider only the taught combat sports and not the whole name of the subject which may appear in the study plans. For example, in a subject called “Individual Sports II – Judo,” we only considered “Judo” as the observed subject. In this way, we did not observe the curricular contents of the analyzed subjects, only their name or designation.

MEASURES AND COVARIATE

The considered variables in this study are presented in the following items.

Institutions with MA&CS Courses

- Number and relation of institutions with MA&CS offerings
- Average number of MA&CS subjects in each institution with course offerings

Country Results Analysis

- Name and presence of the subjects or combat sports
- Type of observed subjects (required or elective)

Total Results Analysis

- Name and presence of the subjects or combat sports
- Type of observed subjects (required or elective)

To analyze the obtained results, we used descriptive and comparative statistics using the observation of frequency, percentage of subjects, average and standard deviation.

¹ Only 22 of the 27 Brazilian states offer PESS degree in their main public universities.

² Actually, in Spain there are references to 35 institutions. We did not consider two of them. One is associated with the University of Wales, which is a British institution, and the other will only start its PESS studies programs during the 2012/2013 academic year.

RESULTS

We used descriptive and comparative statistics to analyze the obtained results.

1. Institutions with MA&CS Offerings

Observing the presence of MA&CS in the four analyzed countries we have obtained the information presented in Table 2.

TABLE 2: RELATIONSHIP BETWEEN TOTAL INSTITUTIONS AND INSTITUTIONS OFFERING MA&CS SUBJECTS

	Brazil	France	Portugal	Spain	Total
Institutions with offerings in MA&CS (%)	22 of 24 (91.67%)	37 of 37 (100%)	14 of 31 (45.16%)	27 of 33 (81.82%)	100 of 128 (78.13%)
Existing MA&CS subjects ($\mu \pm \sigma$ subjects per institution offering MA&CS)	49 (2.23±1.51) Max=6, Min=1	203 (5.49±4.05) Max=17, Min=1	28 (2.00±1.52) Max=5, Min=1	61 (2.22±2.16) Max=10, Min= 1	341 (3.41±3.21) Max=17, Min=1

All four observed countries have universities that include MA&CS in their PESS curriculum. Overall, about 80 percent of the observed institutions have such course offerings.

In France, every analyzed institution has this kind of academic offering. In Brazil, only two of the analyzed institutions do not offer MA&CS courses, while in Spain, about 80 percent of the public universities offer MA&CS courses. The lowest results are obtained by the Portuguese institutions, where less than half of the universities offer degrees with specialization in MA&CS (14 of 31, 45%).

There is significant similarity between the programs in Brazil, Portugal and Spain. Each of these countries has an average of about two related subjects per institution that offers MA&CS. Spain has more standard deviation – 2.16 while Portugal and Brazil have about 1.5. In France we find about 5.5 subjects per institution with course offerings (a standard deviation of 4.05). In France, universities present the highest numbers of MA&CS courses (17) found in our study.

2. Country Results Analysis

In this part, each country is analyzed in four areas: subject, number of offerings, and whether those offerings are required or elective.

Brazil

TABLE 3: – MA&CS SUBJECTS IN OBSERVED BRAZILIAN UNIVERSITIES OFFERING PESS DEGREES

Subject	n (%)	Type	
		Required (%)	Elective (%)
“General Approach” ¹	21 (42.86)	15 (71.43)	6 (28.57)
Capoeira	10 (20.41)	2 (20)	8 (80)
Judo	8 (16.33)	4 (50)	4 (50)
Karate	6 (12.24)	0 (0)	6 (100)
Fencing	2 (4.08)	0 (0)	2 (100)
Kung Fu	1 (2.04)	0 (0)	1 (100)
Jiu-Jitsu	1 (2.04)	0 (0)	1 (100)
Total	49 (100)	21 (42.86)	28 (57.14)

Just under half of the Brazilian courses (about 40 percent) present a “General Approach.”² This “General Approach” requires students to take many (about 71 percent) required courses. “Capoeira,” a Brazilian MA&CS which mixes fight actions with dance skills, is the second most presented subject, with about 20 percent of the offerings. This is noteworthy, even considering that 80 percent of the “Capoeira” classes are elective. “Judo” is the third most common offering in Brazil (about 15 percent). In Brazil, “Judo” presents more required subjects (four) than “Capoeira” (two).

Karate exists in six Brazilian institutions but in no cases is it a required subject. With lower appearance, and also only as elective we observed the existence of “Fencing,” “Kung Fu,” and “Jiu-Jitsu.” Brazilian curricular organization shows balanced results between required and elective subjects, but there are more required subjects in Brazil (about 55 percent) than elective (about 45 percent).

¹ “General Approach” subject (n=21) includes “Fighting Activities” (n=16), “Fighting Activities and Martial Arts” (n=3), “Martial Arts” (n=1,) and “Combat, Fighting Activities and Combat” (n=1).

² In Brazil there is discussion around the general term that should be used to describe this group of martial practices or sports. The most popular terms are “Luta” and “Lutas.” Translating into English we opted for the term “Fighting Activities” each time we found this general concept.

France

TABLE 4: MA&CS SUBJECTS IN OBSERVED FRENCH UNIVERSITIES OFFERING PESS DEGREES

Subject	n (%)	Type	
		Required (%)	Elective (%)
Judo	82 (40.39)	20 (24.39)	62 (75.61)
“General Approach” ¹	36 (17.73)	12 (33.33)	24 (66.67)
Boxing	21 (10.34)	4 (19.05)	17 (80.95)
French Boxing	18 (8.87)	9 (50)	9 (50)
Wrestling	10 (4.93)	4 (40)	6 (60)
French Boxing and English Boxing	7 (3.45)	0 (0)	7 (100)
Grappling Combat Sports	6 (2.96)	2 (33.33)	4 (66.67)
Judo, Wrestling and Boxing	6 (2.96)	0 (0)	6 (100)
Striking Combat Sports	4 (1.97)	0 (0)	4 (100)
Judo, French Boxing and Fencing	2 (0.99)	2 (100)	0 (0)
Judo and Boxing	2 (0.99)	1 (50)	1 (50)
Karate	2 (0.99)	0 (0)	2 (100)
French Boxing and Capoeira	1 (0.49)	1 (100)	0 (0)
“Handi-Judo” ²	1 (0.49)	1 (100)	0 (0)
Kendo	1 (0.49)	1 (100)	0 (0)
Wrestling and Judo	1 (0.49)	1 (100)	0 (0)
Capoeira	1 (0.49)	0 (0)	1 (100)
French Boxing and Wrestling	1 (0.49)	0 (0)	1 (100)
Judo and Pied-Poing ³	1 (0.49)	0 (0)	1 (100)
Total	203 (100)	58 (28.57)	145 (71.43)

Just under half of the French universities offering MA&CS courses (about 40 percent) offer “Judo.” About 25 percent of these courses are required, which means that in France, we can find as many as twenty required courses dedicated to “Judo.” The “General Approach” is the second most common program. About 40 percent of the courses in French “General Approach” programs are required subjects.

¹ “General Approach” subject (n=40) includes “Combat” (n=22), “Combat Sports” (n=12), “Duel Opposition Activities” (n=3), “Opposition Sports Duel Practices” (n=2), “Combat Activities” (n=1), “Duel Activities” (n=1), “Duel Sports” (n=1), and “Duel Combat Practices” (n=1).

² “Handi-Judo” is a specialized subject referring to “Judo” for handicapped people.

³ Pied-Poing is a MA&CS that includes striking techniques from “French Boxing,” “Kickboxing,” and “Muay Thai.”

We observed significant results in “Boxing” (about 10 percent) and “French Boxing” (about 8 percent). “French Boxing” presents a balance between required and elective courses, with 50 percent of the subjects in each category.

We also find several subjects dedicated to more than one specific modality. There were ten different cases involving 31 integrated subjects (15.27 percent of the total). This means a combination of modalities is the fifth most common method of presentation in France.

In non-standard offerings, we observed the presence of the Brazilian MA&CS “Capoeira” in one specific elective course, and in another course, “Capoeira” was combined with “French Boxing.” There was also one course dedicated to “Kendo” (a required course) and two offerings of “Karate” (both elective). “Fencing” appeared twice, but both times as a subject integrated with “Judo” and “French Boxing.” We also observed an elective course combining “Pied-Poing” with “Judo,” and a required course dedicated to ways of teaching “Judo” to people with physical disabilities.

French curricular organization shows more elective subjects (about 70 percent) than required subjects (about 30 percent).

Portugal

TABLE 5: MA&CS SUBJECTS IN OBSERVED PORTUGUESE UNIVERSITIES OFFERING PESS DEGREES

Subject	n (%)	Type	
		Required (%)	Elective (%)
Judo	14 (50)	6 (42.86)	8 (57.14)
“General Approach” ¹	8 (28.57)	7 (87.5)	1 (12.5)
Judo, Wrestling, and Lusitanian Fencing	3 (10.71)	3 (100)	0 (0)
Wrestling	2 (7.14)	1 (50)	1 (50)
Capoeira	1 (3.57)	1 (100)	0 (0)
Total	28 (100)	18 (64.29)	10 (35.71)

In Portuguese universities, “Judo” is taught in half of the total (14 of 28), but only six of these courses are required courses. In second place is the “General Approach,” with eight offerings. Interestingly, the “General Approach,” with seven required subjects, requires students to take more required courses than does the “Judo” specialization.

Some Portuguese universities provide training in a traditional Portuguese method of stick fencing that we call “Lusitanian Fencing.”² This instruction is

¹ “General Approach” subject (n=8) includes “Combat Sports” (n=5), “Fighting Sports” (n=1); “Martial Arts and Combat Sports” (n=1) and “Martial Arts and Reflexive-Postural Kinetics” (n=1).

² “Lusitanian Fencing” is our translation of the activity known in Portugal as “Jogo do Pau.” In English, the name means something like “Stick Game.”

integrated with required courses in “Judo” and “Wrestling.” “Wrestling” also exists as a specific subject in two other programs, once as a required course and once as an elective. The Brazilian MA&CS “Capoeira” also appears in one program as an elective.

Portuguese curriculum has more required courses (about 65 percent) than elective (about 35 percent).

Spain

TABLE 6: MA&CS SUBJECTS IN OBSERVED SPANISH UNIVERSITIES OFFERING PESS DEGREES

Subject	n (%)	Type	
		Required (%)	Elective (%)
Judo	35 (57.38)	13 (37.14)	22 (62.86)
“General Approach” ¹	13 (21.31)	8 (61.54)	5 (36.46)
Fencing	9 (14.75)	2 (22.22)	7 (77.78)
Judo and Jiu-Jitsu	1 (1.64)	1 (100)	0 (0)
Canary Islands Wrestling and Judo	1 (1.64)	0 (0)	1 (100)
Taijiquan	1 (1.64)	0 (0)	1 (100)
Wrestling	1 (1.64)	0 (0)	1 (100)
Total	61 (100)	25 (40.98)	36 (59.02)

More than half (about 60 percent) of the Spanish universities offering MA&CS offer “Judo,” but less than half of the classes are required (about 35 percent). The second most common curriculum in Spain is the “General Approach” (about 65 percent required subjects). There is also a concentration in “Fencing” (12 subjects, but only two are required).

There was one appearance of “Judo and Jiu-Jitsu” integrated in the same course, along with “Wrestling” (presumably International Freestyle) and “Taijiquan” as elective subjects.

As autochthonous sports, Spanish programs consider “Canary Islands Wrestling” but integrate this modality with “Judo.”

Spanish curricular organization shows more elective (about 60 percent) than required subjects (about 40 percent).

¹“General Approach” subject (n=13) includes “Combat Sports” (n=4), “Fighting Sports” (n=4), “Fighting Activities” (n=4), and “Opponent and Fighting Sports” (n=1).

Total Results Analysis

Here, all four countries are evaluated together.

TABLE 7: MA&CS SUBJECTS IN FOUR OBSERVED COUNTRIES OFFERING PESS DEGREES

Subject	n (%)	Type	
		Required (%)	Elective (%)
Judo	139 (40.76)	43 (30.94)	96 (69.06)
“General Approach”	78 (22.87)	42 (53.85)	36 (46.15)
Boxing	21 (6.16)	4 (19.04)	17 (80.95)
French Boxing	18 (5.28)	9 (50)	9 (50)
Wrestling	13 (3.81)	5 (38.46)	8 (61.54)
Capoeira	12 (3.52)	3 (25)	9 (75)
Fencing	11 (3.23)	2 (18.18)	9 (81.82)
Karate	8 (2.35)	0 (0)	8 (100)
French Boxing and English Boxing	7 (2.05)	0 (0)	7 (100)
Judo, Wrestling, and Boxing	6 (1.76)	0 (0)	6 (100)
Grappling Combat Sports	6 (1.76)	2 (33.33)	4 (66.67)
Striking Combat Sports	4 (1.17)	0 (0)	4 (100)
Judo, Wrestling, and Lusitanian Fencing	3 (0.88)	3 (100)	0 (0)
Judo, French Boxing, and Fencing	2 (0.59)	2 (100)	0 (0)
Judo and Boxing	2 (0.59)	1 (50)	1 (50)
French Boxing and Capoeira	1 (0.29)	1 (100)	0 (0)
Handi-Judo	1 (0.29)	1 (100)	0 (0)
Judo and Jiu-Jitsu	1 (0.29)	1 (100)	0 (0)
Kendo	1 (0.29)	1 (100)	0 (0)
Wrestling and Judo	1 (0.29)	1 (100)	0 (0)
Canary Islands Wrestling and Judo	1 (0.29)	0 (0)	1 (100)
French Boxing and Wrestling	1 (0.29)	0 (0)	1 (100)
Jiu-Jitsu	1 (0.29)	0 (0)	1 (100)
Judo and Pied-Poing	1 (0.29)	0 (0)	1 (100)
Kung Fu	1 (0.29)	0 (0)	1 (100)
Taijiquan	1 (0.29)	0 (0)	1 (100)
Total	341 (100)	121 (35.48)	220 (64.52)

Collectively, “Judo” is the most taught combat sport, representing about 40 percent of all available courses (139 subjects). Second is “General Approach.” “General Approach” subjects (n=78) include “Fighting Activities” (n=23), “Combat Sports” (n=21), “Combat” (n=22), “Fighting Sports” (n=5), “Duel Opposition Activities” (n=3), “Fighting Activities and Martial Arts” (n=3), “Opposition Sports Duel Practices” (n=2), “Martial Arts” (n=1), “Combat, Fighting Activities and Combat” (n=1), “Combat Activities” (n=1), “Duel Activities” (n=1), “Duel Sports” (n=1), “Duel Combat Practices” (n=1), “Martial Arts and Combat Sports” (n=1), “Martial Arts and Reflexive-Postural Kinetics” (n=1), and “Opponent and Fighting Sports” (n=1). “General Approach” group presents more required subjects (45) than does “Judo” itself (43).

These two subjects – “Judo” and “General Approach” – represent about 65 percent of the total course offerings. “Judo” is also integrated with 21 other subjects (about 6 percent). Sometimes the combination is straightforward, as when “Judo” is combined with “Wrestling” (presumably International Freestyle) or “Jiu-Jitsu.” Other times it is conceptually quite different, as when it is combined with “Pied-Poing,” “English Boxing,” (presumably International style), “Canary Islands Wrestling,” and “Lusitanian Fencing.” We also see “Judo” inside the “Grappling Combat Sports” and in the special practice for handicapped people. In any event, in these four countries, we can observe the direct influence of “Judo” in most academic offerings related to MA&CS (40 percent directly to “Judo” plus another 25 percent via the “General Approach”).

The group “Boxing” and “French Boxing” appears in third place, with a total of about 10 percent of the offerings. France is the only one of these four countries where there are offerings in “Boxing.” “Wrestling,” “Capoeira,” and “Fencing” individually represent about 3 percent of the offerings, but “Wrestling” is the one with the most required subjects; five for “Wrestling” against three for “Capoeira” and two for “Fencing.” “Karate” and “French Boxing and English Boxing” are around 2 percent of the offerings in France but both have required courses. “Judo, Wrestling, and Boxing,” “Grappling Combat Sports,” and “Striking Combat Sports” are the last major grouping, but only “Grappling Combat Sports” appears as a required subject in two cases. “Judo, Wrestling, and Lusitanian Fencing” comprises just 1 percent of the total classes, but 100 percent (n=3) of its classes are required courses.

About 10 percent of the time, we observed classes combining two or more separate modalities. The most common (about 20 percent) was the one that presented “French Boxing and English Boxing” together. Looking at the recognized Olympic sports, we recognize “Judo’s” position as first in these four countries, with “Boxing” (i.e., International style) in third place, “Wrestling” in fifth (presumably the International Freestyle or Greco-Roman styles), and “Fencing” in seventh.

Observing the curricular organization of these four countries, we see more elective subjects (about 65 percent) than required subjects (35 percent). The only country where this pattern is reversed is Portugal, where there are 65 percent required subjects against 35 percent elective subjects.

DISCUSSION AND CONCLUSION

This study provides an overview of the Physical Education and Sport Science (PESS) degrees offered by Brazilian, French, Portuguese, and Spanish public universities that offer degree-granting courses in Martial Arts and Combat Sports (MA&CS). The results demonstrate the existence of MA&CS formation in about 80 percent of the university PESS degrees.

There are of course differences between the countries. France is the only country examined where MA&CS are part of every analyzed university. Since France has imprinted in its history a culture of practice in MA&CS, and also has a strong national commitment to success in the International Olympics, this finding is not surprising.

There are national differences concerning which combat sport is taught most frequently. In Spain, "Judo" is supreme. Some Spanish studies (such as Villamón & Brousse, 2002; Morales et al., 2005, and Morales & Gibert, 2007) represent "Judo" as the safest and educational MA&CS to be taught to children and this result may reflect this belief. In any case, we observe in Gutiérrez-García & Pérez-Gutiérrez (2009) that "Judo" is the MA&CS topic most commonly described in Spanish-language journals. "Judo" was also the first MA&CS to appear in the study plans of Spanish PESS degree-granting institutions, and the first MA&CS to be investigated in Spain according to scientific research methods.

Brazilian universities usually teach MA&CS in a broader context, often as an element of the Corporal Culture of Movement (V. A., 1992). In the Brazilian context, Physical Education provides the experience of sports, game, gymnastics, dance, and "Luta." Brazilians understand "Luta" as a complex knowledge of combat activities.

In Portugal, universities do not have MA&CS as a common and widespread practice in their PESS degrees. Therefore, it is harder to make any meaningful generalizations about the Portuguese programs.

We have some speculations about the reasons why some MA&CS subjects are included in some programs and not others. Inclusions may reflect cultural aspects of each country. For instance, we see "Capoeira" in Brazil (but only one subject of "Jiu-Jitsu," which is a very popular practice in Brazil, even known as "Brazilian Jiu-Jitsu" - BJJ) and "French Boxing" in France. We also observe that Olympic sports tend to have significant space in the curricula (except for "Taekwondo," which did not appear at all). Thus, it is not surprising to find courses in "Judo," "Boxing," "Wrestling," and "Fencing." Non-Olympic MA&CS of Asian origin also appear. Examples include "Karate," "Kendo," and "Kung fu." The latter probably reflects the way that people in Europe and the Americas tend to view and understand MA&CS.

To conclude, this study analyzed the MA&CS teaching in the PESS degrees in four countries, and the results facilitated the development of a general framework describing how MA&CS are currently treated in the universities of those four countries. Further studies are required to confirm if course

catalogues accurately describe what is actually being taught in the universities, and what approaches professors use to teach these courses.

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PARTING THOUGHTS

Kendall Giles

Last night at Muay Thai practice, where I am the veritable definition of a newbie, we did lots of boxing and kicking combination drills. No pads, light contact, low intensity. The point was to start getting used to reacting to threats (punches and kicks) in a natural, non-scripted way.

Man, did I react badly.

Let's put it this way—I zigged when I should have zagged.

Multiple times.

My usual training partner was not there, so I had a new partner, with different movements, different skills.

He threw a punch and I blocked, awkwardly. He powered through my block and my own fist mashed my glasses into my face.

He kicked to my inner thigh and my leg check sent waves of pain up my entire body as my shin impacted his shin.

On another drill, one person was backed up against the wall and the other person was free to punch (not full contact, not full speed) however he or she wanted. The one against the wall was supposed to defend.

At this point, I could only see blurs and blobs, because my glasses were smeared with my sweat, having been jammed repeatedly against my face from punches that connected just hard enough to signal that, in a real fight, I would have been laid low.

So I tried to get into the zone, like Neo in *The Matrix* (1999), just reacting, just dominating.

But you know what? I was totally dominated.

Evidently my opponent had also seen the movie.

Evidently he had served with Neo. He knew Neo. Neo was a friend of his. I was no Neo.

Remember, this was not full contact, not full speed.

Sigh.

At the end of class, the instructor offered this pearl of wisdom: “Everyone has highs and lows in their training, like in life. The reason there aren't many black belts is that most people give up during their lows. Don't give up when you are down, and you will achieve success in the end.”

What he said.

So, what do you do when you are punched in the face and kicked in the ribs?

Don't give up.
Never give up.

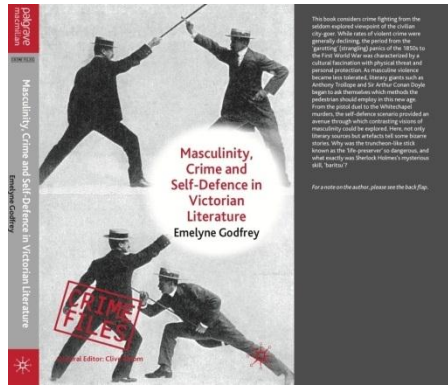
About the Author

Kendall Giles is a writer, teacher, and researcher from Virginia. He has a PhD in Computer Science from Johns Hopkins University. His interests include playing the bagpipes, reading, martial arts, and travel. For more about the author, visit <http://www.kendallgiles.com>



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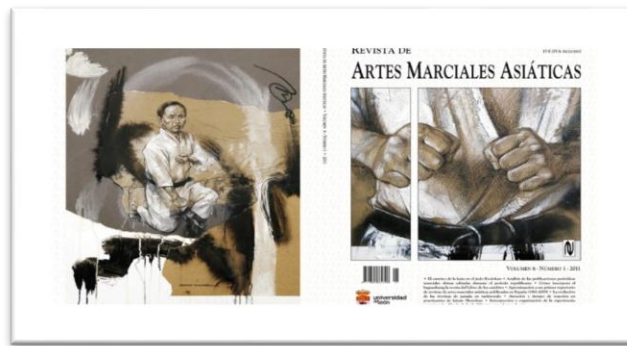
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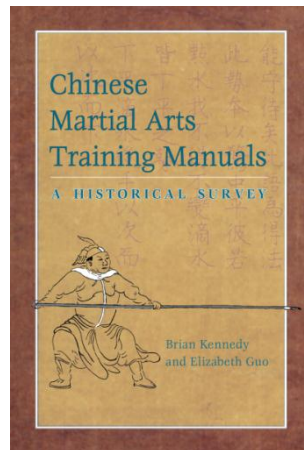
Martial Arts of the World:
An Encyclopedia of History and Innovation

Volume 2

Thomas A. Green
and
Joseph R. Smith

Martial Arts in the Modern World

EDITED BY THOMAS A. GREEN AND JOSEPH R. SMITH



Chinese Martial Arts Training Manuals
A HISTORICAL SURVEY

Brian Kennedy
and Elizabeth Guo

CALL FOR PAPERS

Our plan is to focus individual issues of *InYo* around themes. The theme of this issue involved ways of using martial arts and combative sports in academic settings.

Themes that have been suggested for future issues include

- Combat sports of the ancient world
- Lords of Disorder: The role of martial arts and combative sports in traditional festivals
- Muscular theater: Circus and vaudeville acts
- Political uses of martial arts and combative sports
- Steampunk martial arts

Obviously, we need more themes and lots of articles to maintain a regular publication schedule. If you have an article in the drawer or in mind, drop the editor a line at jsvinth@ejmas.com. Alternatively, join the EJMAS discussion list at <http://groups.yahoo.com/group/ejmas/join>. Our article submission guidelines are published at the back.

EDITORIAL STANDARDS

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GUIDELINES FOR CONTRIBUTORS

- Be factual.
- Be fair.
- Identify potential conflicts of interest.
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- Include your sources. Then double-check your sources, to make sure you quoted them correctly. And, if your sources include private communication, be sure that the people being cited know that their words are going on the record.

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- Do not cite a reviewed manuscript before its publication.
- When corresponding with the editor, clearly distinguish between remarks meant to be shared with the author of a manuscript and confidential remarks directed to the editor.

SUBMISSIONS

Submissions to *InYo* should present alternative ways of reading, viewing, analyzing, interpreting, and practicing martial arts and related activities.

Length is negotiable, but the preferred length for submissions is between 2,000 and 4,000 words. Length is determined using the Word Count feature of MS-Word 2010. Length includes abstracts, references, keywords, sidebars, and captions.

InYo prefers original material, but will consider revised versions of previously published material. Previously published material must be clearly indicated, and copyright must be held by the author or be in the public domain. Following publication at *InYo*, contributors retain the right to publish or sell their submissions elsewhere.

InYo does not pay authors or provide paper copies of published articles.

Electronic submission is the preferred method. To avoid having your submission end up in a spam filter, please contact the editor before sending attachments. The e-mail address is jsvinth@ejmas.com. If paper correspondence is preferred or required, then the mailing address is EJMAS, PO Box 14361, Tumwater, WA 98511-4361 USA.

Manuscripts should be written in English. *InYo* uses the US English-language dictionaries and grammar checkers built into MS-Word 2010. Minimize the use of non-standard English words. When foreign words must be used, minimize the use of macrons.

Do not embed images or tables into your submissions. Instead, send images and tables as separate files. Images should be .jpeg or .bmp. Unless otherwise requested, scan images at 200 dpi or lower. Contributors are responsible for obtaining permissions for these images. Tables should be in Excel. If you use a different format, discuss compatibility issues with the editor.

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If you want to provide a long discussion of methodology, feel free to submit an essay specifically discussing methodology. However, in a general essay, please limit methodological discussions and just get to the point.

FORMATTING

The editor is currently using MS-Word 2010 running on Windows 7. If you are submitting using a Mac or Unix-based program, please discuss compatibility issues before submitting.

Submissions should include

- Title
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- An abstract of 100 words or less
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- A list of works cited. Whenever possible, please refer to online versions.

Where possible, spell or transliterate personal names using the spelling or format that the person actually used when writing in English. If there are political or business issues involved in a name, spelling, or Romanization, use the spelling the organization or person preferred.

Use inline citation for references. Use footnotes for explanatory material. Keep footnotes to a minimum. For notes and bibliography, *InYo* uses the reference formats built into MS-Word 2010. This means the 5th edition of the *Publication Manual of the American Psychological Association* rather than the current 6th edition, second printing.



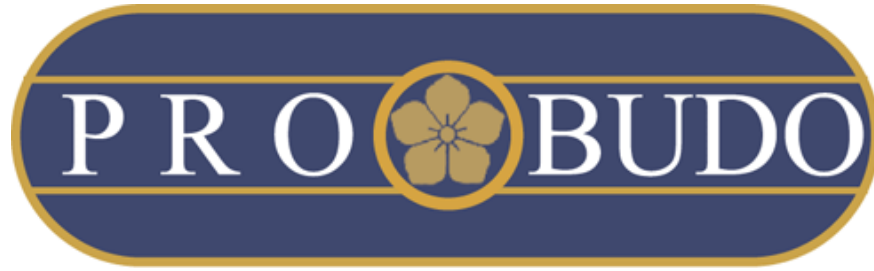
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PUBLIC SERVICE ANNOUNCEMENTS

An academic congress called “Game, Drama, Ritual in Martial Arts and Combat Sport” is scheduled to be held in Genoa, Italy, from June 8-10, 2012. Papers will be presented in English, and the congress will coincide with an art show dedicated to the works of French painter and judoka Yves Klein (1928-1962). Conference cost is €300. This cost includes meals and ground transportation from the conference hotels, but does not include transportation to Genoa or hotel fees.

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