

DePaul University
College of Continuing and Professional Studies undergraduate
SW 275 BODY, MIND, SPIRIT: YOGA AND MEDITATION
Autumn Quarter 2019 Loop Campus
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Or mdolan1149@aol.com Phone: 917.544.1101 Appointments scheduled individually
Course dates: Begin September 11, 2019; November 20, 2019 Wednesdays 5:45pm – 9pm
Course Location - Loop Campus CHAPEL and LEWIS ROOM 1411
2 or 4 credit hours (1 or 2 competencies) or 4 credits CCS

Course Description

Why are nearly 40 million Americans practicing yoga? This course, BODY, MIND, SPIRIT: YOGA AND MEDITATION, answers that question with an introduction to yoga and meditation techniques and the underlying scientific and philosophical principles of the system of yoga. The first hour will use yoga postures, breathing exercises, and meditation techniques. The second half of class will use readings, reflection, and discussion to examine the scientific and philosophical knowledge of yoga as a way to ease stress, strengthen the bone and muscle structures, lower blood pressure, increase flexibility and strength, improve mind functioning, provide spiritual sustenance, sustain health. We will read *Yoga Mind Body and Spirit: A Return to Wholeness* by Donna Farhi, and the Shearer version of *The Yoga Sutras of Patanjali*, research articles on the scientific studies of yoga's benefits from journals and websites and integrate knowledge of the human body/mind/spirit. Each student will keep weekly reflection journal observations on the changes (s)he notices in himself or herself. This course will refresh, relax, rejuvenate.

Yoga mats and other props are provided. This is a GENTLE YOGA class for beginners - NO PREVIOUS EXPERIENCE needed.

Course objectives

This course is designed to 1) help establish good health and well-being; 2) gain scientific knowledge and understanding of the various systems of the human body and community/personal health issues; and 3) explore the spiritual benefits of meditation.

COMPETENCES:

A3B - Can explore a model of spiritual development and apply it to oneself or others.

1. Discusses the assumption and implications of a model(s) of spiritual development.
2. Discusses the model in relation to one's or others' experience.

Students fulfill this competence by discussing a model of spiritual development. Such models always imply assumptions about the meaning of the spiritual and the value and purpose of spiritual development. They also have implications for how we choose to live. Models of spiritual development might include twelve-step, evangelical, feminist, contemplative, Eastern, or liberation spiritualities.(Model in this course is the Eastern/Hindu model of Yoga and Meditation. More general and universal concepts of spirituality are presented as well as connections to different faith traditions.)

H3X - Can use yoga and meditation to understand the interrelationship among intellectual, psychological, spiritual and physical aspects of health in one's own life.

1. Defines health as a holistic concept, comprised of intellectual, psychological, and spiritual as well as physical components.
2. Describes how two or more intellectual, psychological, spiritual, or physical aspects interact to contribute to one's health in the use of yoga and meditation.

Students demonstrate this competence by understanding how intellectual functioning and psychological, spiritual, and physical health interact and contribute to overall health. Definition of each component is critical to understanding that interrelationship, and students must apply their knowledge to an example in their own lives (and particularly the material in this course- understanding how yoga and meditation contribute to healing and health through practice of the physical poses, intellectual understanding through research, psychological benefits through breath control and meditation and spiritual rejuvenation and discovery).

S2C - Can describe, categorize, and explain development or change within physical or biological systems.

1. Articulates the process by which change occurs in at least one physical or biological system, or
2. Describes the sequence of development or evolution in that system.
3. Analyzes the variations in the development or change of physical or biological systems.

Students demonstrate this competence by examining the way systems change or develop over time. This competence includes both physical systems (chemical, geological, astronomical, and other) and biological systems (plant, animal, human, communities, ecosystems, all of life). Change and development can be understood as they occur with small scale systems (human aging) or large scale (evolution of the cosmos). (For the purpose of this course, the systems of the human body are studied as well as how yoga and meditation impact on their development, processes, changes, etc. Presentations include in depth examinations of the major body systems and functions, such as organs, muscles, skeleton, and how yoga contributes to wellbeing.

S3B - Can assess health care practices based on an understanding of the biological and social factors that contribute to definitions of health.

1. Identifies biological and social or cultural factors that contribute to a definition of health.
2. Articulates one of more definitions, theories, or models that describe health care.
3. Articulates criteria for assessing health care practices, for the individual or the community, based on the considerations of 1 and 2.
4. Assesses and articulates an approach to the maintenance of promotion of health using 1, 2 and 3 as the basis for forming generalizations.

Students demonstrate this competence by examining “health” and the functions of a healthy human. What does it mean, in medical or social terms, to be healthy? The functions of a healthy human suggest an understanding of the underlying mechanisms of health and disease. At a fundamental level, a student addressing this competence must demonstrate knowledge of human biology and relate that knowledge to forming a definition of “health.” Students may explore disease or abnormal states in both biological and social terms, but in so doing should demonstrate an understanding of the normal state. Yoga and meditation are used as a model for health care.

Other competences may be negotiated: Contact teacher before course begins.

For those with CCS registration: you will gain four credits (4) by demonstrating you can understand the interrelationships among intellectual, psychological, spiritual, physical aspects of health in one’s own life through the use of yoga and meditation, and can categorize and explain development or change with the biological system of the human body.

LEARNING OUTCOMES:

For all students:

- 1) A basic understanding of human body anatomy, including the various systems delineated in the presentations.
- 2) The ability to explain the particular system assigned for your competence.
- 3) Ability to do scientific research into development and change of human systems and the impact of yoga and meditation on these systems.
- 4) Able to observe changes in one’s own body as yoga and meditation are practiced.
- 5) Can use and explain the 8 limbs of yoga to articulate a model for health care.
- 6) To bring more mindfulness and discipline to all aspects of learning by understanding and using the interconnectedness of body, mind, and spirit. This course is to develop consciousness, clarity, curiosity, creativity, confidence, courage, community, communication, compassion and commitment.

LEARNING STRATEGIES AND RESOURCES

The first hour of each class we will enjoy yoga postures, breathing exercises and meditation techniques in the Class. The second part of each class, in the classroom, will use readings, reflection, and discussion to examine the scientific and philosophical knowledge of yoga as a way to ease stress, strengthen the bone and muscle structures, balance the endocrine system, lower blood pressure, increase flexibility and strength, improve mind functioning, and provide spiritual sustenance and exploration. Each student will keep weekly reflection journal observations on the changes (s)he notices in himself or herself including reflections on the readings and at-home practice.

REQUIRED READING AND RESOURCE MATERIALS (may be amended):

Yoga Mind, Body, and Spirit: A Return to Wholeness by Donna Farhi Henry Holt and Co. New York 2000 ISBN 0-8050-5970-9 (paperback)

Yoga Sutras of Patanjali translated by Alistair Shearer, Bell Tower (Crown Publishing group) New York 1982 ISBN 0-609-60959-9 American edition 2002. These two books are in the LOOP Barnes and Noble Bookstore.

Yoga Chicago Magazine - to be handed out and various excerpts of journals and websites.

Suggested readings: See handout

Besides participation (in postures, breathing, meditation techniques and class discussions), students are required to hand in journals periodically; research at least 2 peer-reviewed medical/scientific journals for benefits of yoga and meditation; work collaboratively in a group research project and give a cooperative oral presentation in class of system of body or on spirituality or on community health (depending on competence); partake in a yoga or meditation class elsewhere for comparison and write about it; and submit a final paper. Presentations are constructed around one competence with questions to elicit learning on that competence. Final papers address the second competence, if people have two.

LEARNING DELIVERABLES

Every student is required to:

- 1) **Attend class on time** and participate. Two absences may lower your grade to a B or C depending on quality of your work, three absences to failure. Zero absences or one excused absence means you are striving for an A or B depending on quality of work.
- 2) **Visit/participate in another yoga/ meditation class** once in the first TWO or THREE weeks of class and write about it in journal.
- 3) **Research two articles** about the health benefits of yoga or meditation and bring in for class discussion to 4th class. Instructions for this research will be given out. These **MUST** be from peer-reviewed journals of a scientific nature. Ask for help from librarian if you need to and bring a copy of the **FIRST PAGE** for teacher and keep a copy for yourself. These articles will be discussed in class at 4th class and should serve you in doing your final paper **OR** in doing your presentation **OR** in addressing an ailment you have **OR** all of these.
- 4) **Prepare for presentation** with your group. Presentations are divided up by competence. Instructions for presentations will be given out. You will be given class time in 2nd, 3rd, and 4th week but you should also be in contact by email and/or phone with members of your group. Presentations will be given in 5th, 6th and 7th weeks **ONLY**. After your presentation is done, send an email reflection on how well you learned, how it was to work in cooperation with others, and how well you think your group presentation went.
- 5) **Practice a few moments** each day - some in morning and some in evening. Use yoga poses, breathing techniques, and meditation methods.
- 6) **Write in your journal** after each Class session. Be generous, not stingy in your writing; at least 10 dated entries of at least 4 paragraphs for each entry are required. Write in your journal after visit to another yoga class. Write in your journal about your practices at home. Write in your journal after reading the assignments. You will hand in your journals at 5th week of class. Instructions for journals will be given out. Part of your journal is the email you send me after your presentation too.
- 7) Bring a **prayer or inspirational selection** to share with class. Two volunteers are needed for each class.
- 8) Read over your competencies to make sure you are addressing them in your work and use the language of the competence in presentation and paper.
- 9) As soon as your presentation is done, begin your **final paper**. For those with two competencies or CCS, your final paper addresses the competence you did **NOT** work on in your presentation and it must be 5-7 pages. For those with one competence only in this course, you will choose a topic to delve into more deeply for your one competence and your paper is 3-5 pages. Instructions for final paper will be given out. Those who have difficulty in writing should contact the Writing Center online or in person.
- 10) You will be **reading 2 books** thoroughly so please keep up with assignments. Both the Farhi book and the *Yoga Sutras of Patanjali* will help you understand yoga and meditation, so please study them. Both books will help you with presentations and papers. Both books will help you to complete competencies and in life.

ASSESSMENT OF STUDENT LEARNING

Attendance and Participation

Participation in weekly class is essential. If you plan to miss more than one class, you should not take this course. In the event of an absence or tardiness, it is imperative that you 1) let me know ahead of time; and 2) contact a classmate ahead of time to be your tutor for the missed session; 3) consult with teacher on doing makeup work for the class. Students missing more than two classes or more than 6 hours of our ten week course will not have met the requirements for a passing grade.

GRADING CRITERIA AND SCALE

Criteria for Assessment

Grades will be determined by the following criteria:	one competence	two comps
Class attendance, participation in assignments, journal reflections	34	68
Collaborative research and cooperative work - oral presentations	33	66
Final paper	33	66
	100 points	200 points

Work will be evaluated as follows:

A designates work of student accomplished the stated objectives of the course in an excellent manner.

B designates work of student accomplished the stated objectives of the course in a very good manner.

C designates work of student accomplished the stated objectives of the course in a satisfactory manner.

D designates work of student accomplished the stated objectives of the course in a poor manner.

F designates work of student NOT to have accomplished the stated objectives of the course and/or missed 3 or more classes.

INC must submit contract for INCOMPLETE grade by 10th week.

COURSE SCHEDULE

Week 1 – Wednesday September 11, 2019 First Class

- * Poses: Relaxation, Leg lifts, Hip openers, Cat pose, Dog pose, Mountain, Forward bend, Cobra, Child pose, Simple twists, Relaxation
- * Breathing and meditation techniques: Belly breath, hands follow the breath, breath counting
- * In class reflective journal writing
- * Break
- * Introductions and Syllabus discussion/Competences
- * Assignments for Week 2- Read Introduction and study Part I Living Principles(to page 20) in *Yoga Mind, Body, Spirit: A Return to Wholeness*
And find in book the poses we did in class to study
Practice at least two poses, breathing, meditation 10 min a day
Bring prayer or poem or inspirational paragraph of your values
Participate in another yoga or meditation class, write in journal

Week 2 – Wednesday, September 18 Second Class

- * Savasana, Sun Salutation, Head to Knee, Staff pose, Twists
- * Ujjaya breathing, Meditation: Bubble thoughts
- * In class reflective journal writing
- * Break
- * Large group discussion/Small group discussions about oral presentations +++see below
- * Assignment for Week 3 -Read and Study Part II The Seven Moving Principles (to page 40)
Various websites and other handouts
And find in book the poses we did in class to study
Practice at least two poses, breathing, meditation 10 min a day
Write in journal

Week 3 – Wednesday September 25 Third class

- * Savasana, Star and Squat, shoulder and neck poses, Partner poses
- * Sitali breath, Meditation: Loving Kindness
- * In class reflective journal writing
- * Break
- * Small group discussions about oral presentations +++see below
- * Report on other classes attended

Next week: **Bring in 2 articles about benefits of yoga and/or meditation**
(Must be from peer-reviewed scientific journals)
Continue studying Farhi's book pages 40 to 60
Practice at least two poses, breathing, meditation 10 min a day
Write in journal

Week 4 - Wednesday October 2 Fourth class

- * Savasana, Triangle, Umbrella pose, Butterfly,
- * Kapalabhati breath, Meditation: Neti, Neti, Neti
- * In class reflective journal writing
- * Break
- * **Report on articles**
- * Small group discussions about oral presentations +++see below
- * Report on other classes attended

- * Assignment for Week 5 - **write in journal --Hand in journals next week**
Continue studying Farhi's book from page 60-80
And find in book the poses we did in class to study.
Practice two poses, breathing, meditation 10 min a day
PREPARE FOR PRESENTATIONS

WEEK 5 –Wednesday, October 9 Fifth class

- * Savasana, Sun Salutation, Warrior poses
- * Meditation on Waves of Peace or Waves of Courage
- * In class reflective journal writing
- * Break
- * **Hand in journals**
- * Oral presentations +++see below
- * Assignments for Week 6 -Continue studying Farhi's book
And find in book the poses we did in class to study.
Practice two poses, breathing, meditation 10 min a day
Prepare for your presentations

Week 6 Wednesday October 16 Sixth Class

- * Savasana, Sun Salutation, Warrior poses
- * Meditation: Safe Harbor
- * Break
- * Oral presentations +++see below
- * Assignments for Week 7- Finish Farhi's book; start on *Yoga Sutras* Introduction
Prepare for oral presentations;
And find in book the poses we did in class to study.
Practice two poses, breathing, meditation 10 min a day

Week 7 Wednesday October 23 Seventh Class

- * Savasana, warrior poses (Virabhadrasana I and II), Prasarita Padottanasana
- * Chakra Meditation and Sitali breath
- * Break
- * Small group oral presentations and discussion of Yoga Sutras
- * Assignments for Week 8 - Read *Yoga Sutras* and **Work on final paper**

Week 8 – Wednesday October 30 Eighth Class

- * Savasana, warrior poses, Parsvattanasana
- * Healing Journey Meditation
- * Break
- * Discussion of Yoga Sutras
- * Assignments for Week 8 - - Read *Yoga Sutras*

Various websites and other handouts
And find in book the poses we did in class to study.
Practice two poses, breathing, meditation 10 min a day
Work on your final paper-Paper due in class next week

Week 9 – Wednesday November 6 Ninth Class **PAPER DUE and Fill out evaluations of course on line**

- * Yoga partner postures, Meditation: Sound Bath
- * Break
- * Large group discussion - Yoga Sutras
- * **PAPER DUE --Paper exchange - read partner's paper**
- * Assignments for Week –**Send refined paper by email to teacher by Saturday NOON**

- Read *Yoga Sutras*
And find in book the poses we did in class to study.
Practice two poses, breathing, meditation 10 min a day
Do online evaluation of course and teacher

Week 10 – Wednesday November 13 Tenth Class

- * Sun Salutation, Warrior poses, ceremony, Meditation: Who Am I?
 - * Break
 - * Large group discussion - Yoga Sutras
- Fill out evaluation of course**

All final papers due by 11th class.

COURSE POLICIES

Attendance and Participation

Participation in weekly class is essential. If you plan to miss more than one class, you should not take this course. In the event of an absence or tardiness, it is imperative that you 1) let me know ahead of time; and 2) contact a classmate ahead of time to be your tutor for the missed session; 3) consult with teacher on doing makeup work for the class. Students missing more than two classes or more than 6 hours of our ten week course will not have met the requirements for a passing grade.

Pass/Fail

You may not use the pass/fail grading option if you are using this course to meet Liberal Studies Program (LSP) requirements. Likewise, if this course is taken to meet a requirement in your major (including intended and pre-majors), minor, and or certificate (including intended and pre-minors/certificates), you may not use the Pass/Fail option.

Incomplete Grade (IN)

This process follows University policy. A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

The students must formally initiate the request by submitting the Contract for issuance of Incomplete grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter term course).

The instructor has the discretion to approve or not approve the student's request for an IN grade.

The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).

The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.

The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

This course includes and adheres to the college and university policies described in the links below:

Academic Integrity Policy (UGRAD)

Incomplete Policy

Course Withdrawal Timelines and Grade/Fee Consequences

Accommodations Based on the Impact of a Disability

Protection of Human Research Participants

Writing Help: For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the DePaul Writing Center.

COURSE RESOURCES

University Center for Writing Based Learning

SNL Writing Guide

Dean of Students Office

Faculty Biographical Sketch

Maureen Dolan, Swami Shraddhananda, is an ordained priest and certified Hatha Yoga Teacher, and has taught SNL courses: and several courses in the Peace, Justice and Conflict Studies (PAX) program. She served as Adjunct Interfaith Chaplain for the University Ministry for nearly a decade. She has been teaching yoga and meditation for several years at YMCAs, retreats, workshops, and at DePaul University for over 15 years. For over 50 years, she has been engaged in social justice work in the peace movement, union organizing, community coalitions, women's organizations, and housing cooperatives. For fifteen years she wrote a regular column for *Yoga Chicago* magazine. She graduated from Temple of Kriya Yoga Seminary Program with concentration on Eastern Philosophy and Comparative Religion and received a PhD. in Transformative Studies from the California Institute of Integral Studies. Maureen also has two grown sons who work in the social justice arena.