DePaul University  
School of Continuing and Professional Studies undergraduate CCA220  
YOGA: PHILOSOPHIES AND PRACTICES  
Winter Quarter 2020 Loop Campus  
Kali Om, MA email kaliom108@yahoo.com or KOM1@depaul.edu  
Phone: 773.315.5489 Appointments scheduled individually  
Course dates: Begin January 9, 2020; March 19, 2020 Thursdays 5:45pm – 9pm  
Course Location - Loop Campus CHAPEL and LEWIS ROOM 103  
2 or 4 credit hours (1 or 2 competencies) or 4 credits CCS  
Course Description

This course combines an introduction to yoga and meditation techniques with an examination of the scientific and philosophical knowledge of yoga to improve health. Course is appropriate for beginners; no previous experience needed. Mats and props provided.

Nearly 40 million adults in America practice yoga, while as many as 40% of Americans claim to meditate at least once a week – all in the hopes of gaining a healthy body and a calm mind. Yet how many are aware of the philosophy that provides the framework for these ancient practices? In this course, we will spend the first half of class practicing yoga, breathwork (pranayama) 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 balance, strength, and flexibility, improve mental functioning, and provide spiritual sustenance. We will also look at how yoga is portrayed in the media, the claimed benefits, our own firsthand experiences with the practice, and related scientific research. We will read The Complete Yoga Tutor: A Structured Course to Achieve Professional Expertise by Mark Kan and The Yoga Sutras of Patanjali by Sri Swami Satchidananda, research articles on scientific studies of yoga benefits from journals and websites, and integrate knowledge of the human body, mind and spirit. Each student will keep a weekly reflection journal of observations they notice in themselves. This course will refresh, relax and rejuvenate.

Please come with an empty stomach and wear loose, comfortable clothing. Bring a notebook and pen to every class, as you will be using them for journaling. We will begin class in the chapel (ground floor of Lewis Center).

COURSE OBJECTIVES

Students will:
Practice body awareness and alignment in yoga postures
Perform proper yoga breathing techniques
Explore the benefits of meditation
Articulate the Eight Limbs of Yoga and the key principles of the *Yoga Sutras*
Apply yoga practice and philosophy to their own life
Appraise the therapeutic and scientific benefits of yoga ideas and philosophy

**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).

Can explore common mainstream views / the media’s portrayal of yoga and meditation and compare and contrast it to one’s own direct experience, yoga philosophy and its claims, and scientific studies on the topic. Can compare earlier views of the body with western ones. Can contrast different practices, such as why neti pots work, how yoga postures improve health, how pranayama and meditation affect stress: How much is philosophy, what is one’s personal experience, and how does this relate to any scientific evidence?

Understands the Eight Limbs of Yoga and is able to apply and contrast it to mainstream American values as well as their own experience with the practice – and whether such
practices remain viable today. Ability to see yoga as a perspective and response to materialism and consumerism, and explore how it applies to the world today and in relation to one’s own life.

LEARNING OUTCOMES:
For all students:
1) A basic understanding of human body anatomy, including the various systems delineated in The Complete Yoga Tutor. 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, commitment and critical thinking

LEARNING STRATEGIES AND RESOURCES
The first hour of each class we will explore yoga postures, breathing exercises and meditation techniques. 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.

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.

REQUIRED READING AND RESOURCE MATERIALS (may be amended):


These two books are in the LOOP Barnes and Noble Bookstore.

Suggested readings: See handout

Additional Resources:
Various excerpts of Kali’s book, journals and websites
www.yogachicago.com
https://www.yogajournal.com/yoga-101
https://be yogi.com/learn-yoga/poses/
https://yogainternational.com
Yoga Chicago Magazine - to be handed out and at http://yogachicago.com

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; pass a midterm exam; partake in a yoga or meditation class elsewhere for comparison and write about it; and submit a final paper.

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 on the 6th week of class (Feb. 13) and write a two-page paper/evaluation of it.

3) Research two articles about the mental or physical 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 and should serve you in doing your final paper OR in addressing an ailment you have OR in your first competence (if you have two) OR all of these.

4) Practice a few moments each day - some in morning and some in evening. Use yoga poses, breathing techniques, and meditation methods.

5) 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 the fifth week of class. Instructions for journals will be given out. Part of your journal is the evaluation form or paper you send me after you take an outside class.

6) Bring a **prayer or inspirational selection** to share with class. Two volunteers are needed for each class.

7) Read over your competencies to make sure you are addressing them in your work and use the language of the competence in your paper.

8) As soon as possible, begin your **final paper**. For those with two competencies or CCS, your final paper addresses the competence you did NOT use in the first two articles you researched and is 7 pages or longer. 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 5-6 pages (7-8 pages if you have two competences; the paper must show that you have mastered both competences). Instructions for final paper will be given out. Those who have difficulty in writing should contact the Writing Center online or in person (Lewis 1600).

9) Take and pass a **Midterm Exam** on key yoga concepts

10) You will be **reading 2 books** thoroughly as well as additional articles and PDFs, so please keep up with assignments. Both the Kan Yoga Tutor book and the Yoga Sutras of Patanjali will help you understand yoga and meditation, so please study them. Both books will help you with exams and papers. Both books will help you to complete competences 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**

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<td>Class attendance, participation in assignments, journal reflections</td>
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<td>Midterm exam</td>
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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 – Thursday, January 9, First Class
* Poses: Savasana (Yoga Tutor p. 153) and Warmup, including Sukasana/Easy Pose (p. 141), Easy Navasana/Boat (p. 140), Balasana/Child’s Pose (p. 115), Downward Dog (p. 179)
*Breathing and meditation techniques: Diaphragmatic Breathing/hands follow the breath; Thought Bubble meditation.
* In-class reflective journal writing
* Break
*Inspirational Quote
* Introductions and Syllabus discussion/Competences
*What is yoga? Eight Limbs.
* Assignments for Week 2:
Read and Study pages 7-25 of The Complete Yoga Tutor and read “Yoga Scripture: the Primary Texts” and “The Four Main Paths of Yoga” and “Change Your Breathing Change Your Life” (URLs). Write down three takeaways or questions.
Find in book the poses we did in class to study
Practice at least two poses, breathing, meditation 10 min a day.
Find and bring to class a prayer or poem or inspirational paragraph of your values.

Week 2 – Thursday, January 16, Second Class
* Savasana and Warmup or begin Sun salutations (p. 209-211), plus Hanumasana/Splits prep (p. 144), Bhujangasana/Cobra (p. 208), Tadasana/Mountain Pose (p. 86), Sun Salutations (209-211), Savasana.
* Ujjayi breathing (p.220), Meditation: Third Eye focus (p. 230)
* In-class reflective journal writing
* Break
* Inspirational Quote
* Assignments for Week 3:
Read and Study Yoga Tutor pages 26-55 (the physical body) and 216-221 (Prana and Pranayama)
Read Donna Farhi’s “Ten Living Principles” (Yamas and Niyamas) (URL).
Write down three takeaways or questions.
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 – Thursday, January 23, Third Class**
* Savasana, Sun Salutations or Warmup, Trikonasana/Triangle (p. 90), Parsvottanasana/Side Stretch Prep (p. 111), Parivrtta Trikonasana/Revolved Triangle (p. 91), Virabhadrasana/Warrior I (p. 87), Savasana.
* Calming Breathing, Meditation: Loving Kindness
* In-class reflective journal writing.
* Inspirational Quote
* Break
* Visit Research Librarian Susan Shultz (7PM), and research two articles (see below)
* The Eight Limb of Yoga. Prana and Pranayama. Sukha and Dukha.
* Assignments for Week 4:
Bring in 2 articles about benefits of yoga and/or meditation (Must be from peer-reviewed scientific journals). These can and should be related to your final paper.
Read Yoga Tutor p. 57-77 and Yoga Sutras p. 1-39. Write down three takeaways or questions.
Write in journal.
Practice at least two poses, breathing, meditation 10 min a day

**Week 4 – Thursday, January 30, Fourth Class**
HAND IN JOURNALS BEFORE BREAK
* Sun Salutations, Virabhadrasana/Warrior II (p. 88), Crescent Moon (p. 204), Parivrtta Parshvakonasana/Revolved Side Angle (p. 92), Utkatasana (p. 96), Savasana.
* Kapalabhati breath (p. 71), Meditation: Observation of the Breath
* In-class reflective journal writing
* Hand in journals
* Break
* Inspirational Quote
* Report on articles, how they relate to your final paper.
* Prepare for Midterm exam
* Assignment for Week 5:
Continue studying Yoga Sutras, pages 40-72. Write down three takeaways or questions.
Write in interim journal (you can add this to your regular journal later).
And find in book the poses we did in class to study. Practice two poses, breathing,
meditation 10 min a day

WEEK 5 – Thursday, February 6, Fifth Class
HAND BACK JOURNALS
MID-TERM EXAM 7:30pm
* Sun Salutations, Malasana/Squatting (p. 97), Vrksasana/Tree (p. 100),
Natarajnasana/Dancer (p. 112), Virasana-Garudasana/Hero with Eagle Arms (p. 98 &
* Bhastrika/Bellows Breathing (p.219) and Sitali/Shikari Breathing (p. 221)
* Meditation on Courage and Overcoming Fear
* In-class reflective journal writing
* Break
* Inspirational Quote
* Mid-term exam
* Hand back journals
* Hand out Outside Yoga Class Evaluation From
* Discussion of Yoga Sutras I.27-51. Om. 9 Obstacles. 4 Keys. Review of Eight Limbs
* Assignment for Week 6:
Read Yoga Sutras pages 73-124. Write down three takeaways or questions.
And find in book the poses we did in class to study. Practice two poses, breathing,
meditation 10 book a day.

Week 6 – Thursday, February 13, Sixth Class
Kali Out of Town
* Assignment for February 13:
Participate in another yoga or meditation class, and write a two-page paper on it. It is.
Due Thursday, February 20 at 5:45PM.
Take a photo of yourself in one of poses we have studied, and email the photo to the
instructor (kaliom108@yahoo.com) by 9pm Friday, Feb. 14). It does not have to be
taken in the class you visit. If you have trouble uploading, contact the Technology
Support Center (312-362-8765).
* Assignment for Week 7:
Read and study Yoga Sutras pages 125-157
Read “Finding Peace through the Play of the Gunas (URL)
Read “Nadis, Chakras and the Subtle Body” (URL)
Write down three takeaways or questions.
Research, outline and begin to write your final paper.
And find in the book the poses we have done in class to study. Practice two poses, breathing, meditation 10 min. a day

Week 7 – Thursday, February 20, Seventh Class
OUTSIDE CLASS PAPER DUE
*Sun Salutations, Gomukhasana/Cow Face (p. 139), Navasana/Boat (p. 140), Bridge/Urdhva Dhanurasana Prep (p. 192), Paschimottanasana/Back Stretch (p. 118), Savasana.
*Bija Mantras and Chakra Meditation (Kan, p. 64-65).
* Break
*Assignment for Week 8:
Read the Yoga Sutras, pages 159-193.
Read “Help For Anxiety: Mantra and Japa” (URL).
Write down three takeaways or questions.
Finish the outline, introduction and conclusion for your final paper
And find in book the poses we did in class to study. Practice two poses, breathing, meditation 10 min. a day

Week 8 – Thursday, February 27, Eighth Class
*Sun Salutations: Janu Sirsasana/Head-to-Knee (p. 120), Upavista Konasana/Wide Angle (p. 126). Vasisthasana/Plank Prep (p. 172), Balasana (p. 115)
*Bandhas/Locks (p.222-223)
*Trataka/Candle Gazing (p. 231)
* Break
*Inspirational Quote
*Assignment for Week 9:
Finish reading the Yoga Sutras, pages 195-223.
Read: “Meditation 101” (URL)
Read “Om: The Sacred Pranava” (URL)
Write down three takeaways or questions.
Complete your final paper. A very good, readable first draft is due next week
And find in book the poses we did in class to study. Practice two poses, breathing, meditation 10 min. a day

Week 9 – Thursday, March 5, Ninth Class PAPER DRAFT DUE
*Sun Salutations, Eka Pada Raja Kapotasana/Pigeon Prep I & II (p. 198),
Ustrasana/Camel (p. 194), Dhanurasana/ Bow (p. 202), Salabhasana/Loust variation (p. 206).
*Nadi Sodhana/Alternate-Nostril Breathing (p. 71)
*Meditation on/Japa of Om (p. 231)
* Break
* PAPER DUE --Paper exchange - read partner’s paper
* Assignment for Week 10:
Refine your paper, incorporating your partner’s suggestions. The final draft is due next week. Print it out and bring it to class.
Read “Finding Peace through the Play of the Gunas” (URL)
Read “Obstacles in yoga and Meditation” (URL)
Read “Developing a Home Practice” (URL)
Write down three takeaways or questions.
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 instructor.

Week 10 – Thursday, March 12, Tenth Class HAND IN FINAL PAPERS
* Sun Salutations, Shoulderstand/Variations (p.186), Matsyasana/Fish (p.148), Ardha Matsyndrasana/Spinal Twist (p. 122), Savasana.
* Brahmari Breathing (p. 221)
*So-Hum meditation (p. 230)
*Closing Circle
* Break
*Inspirational Quote
Yoga in daily life, takeaways from course.
Fill out evaluation of course
Hand final papers
Conclude with mediation on Koshas and Neti Neti, quote from 3rd Sutra.

Week 11 – Thursday, March 19, Finals
All final papers due by 9am today. Email to kaliom108@yahoo.com

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 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 SCPS assignments and much more, see the DePaul Writing Center.

**COURSE RESOURCES**

University Center for Writing Based Learning SCPS Writing Guide
Dean of Students Office

**Faculty Biographical Sketch**

**Kali Om** is author of the 2018 book *Beyond the Mat: Don’t Just Do Yoga – Live It* and has a master’s degree in journalism from Columbia College Chicago. She been teaching yoga since 1998 and completed 200- 500 and 800-hour trainings with Sri Dharma Mittra; she is certified to teach yoga beyond the highest (ERYT-500) level. She also made five trips
to Mysuru, India to study with Pattahi Jois at the Ashtanga Yoga Research Institute and has completed teacher trainings with Suddha Weixler and Manju Pattabhi Jois. In addition, she is certified to teach pranayama, meditation, Therapeutic Yoga, Yoga Nidra, Senior’s Yoga, Prenatal Yoga, Rocket Yoga, Gentle/Restorative Yoga, Psychic Development and Hormone Yoga Therapy for Menopause. In addition, she has studied with a long list of master teachers. Her articles about these experiences are archived at the Yoga Chicago website, which is where her column “Beyond the Mat” and her cartoon “On the Mat,” also appear. She leads her own yoga retreats, workshops and teacher training programs, and is co-chair of the Vivekananda East-West Yoga Festival held each January at the Hindu Temple of Greater Chicago. She's also a Yoga Alliance YACEP (continuing education provider). She has taught yoga at the Ray Meyer Fitness and Recreation Center since 2003.