

University of Cincinnati

Fall Semester 2022

# The Philosophy of Yoga

26-MEDS-2091

Course ID: 20962

Instructor: Kelly Lyle, MS, MHA, CYT-200

Phone: (513) 558-7874

Email: kelly.lyle@uc.edu

## Required Readings:

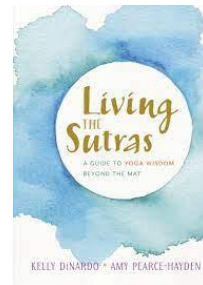
*Living the Sutras – A Guide to Yoga Wisdom Beyond the Mat*  
by Kelly DiNardo and Amy Pearce-Hayden

Publisher : Shambhala (June 12, 2018)

Paperback : 208 pages

ISBN-10 : 161180549X

ISBN-13 : 978-1611805499

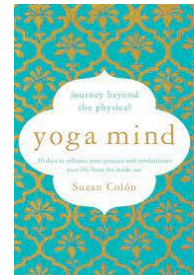


*Yoga Mind – Journey Beyond the Physical* by Suzan Colon

Publisher: Scribner (February 27, 2018)

Length: 288 pages

ISBN13: 9781501168864



All books can be found on Amazon.

## Course Description:

Through the study of the Eight Limbs of Yoga and four Paths of Yoga students will learn foundational concepts of how to use this knowledge to facilitate a strong Yoga Asana, Pranayama, and meditation practice as well as how to apply these principles in everyday life. Students will utilize classical and modern information emphasizing the ethical practice of Hatha Yoga. This class will give the student insight into their own behavioral patterns, habits and thoughts based on the Eight Limbs. (This course will not be an asana practice on the mat, but will focus more on theory and philosophy of yoga.)

## Course Objectives:

- Define and discuss the Eight Limb Yoga Path as described in the Yoga Sutras of Patanjali with an emphasis on ethical principles on and off the mat. Practice a variety of mind-body skills including mindfulness, guided imagery and yoga.
- Explore the theory and philosophy behind the practice of yoga keeping in mind Asana (poses) is only one limb of the Eight Limbs of Yoga. Implement mind-body skills in his/her personal life and professional practice.
- Understand the health benefits of a yogic lifestyle on and off the mat.
- Define basic Sanskrit terminology within the Eight Limbs of Yoga.
- Understand a brief history of yoga and the literature defining it.

**Prerequisite:** None

**Online Classroom Procedure:** Discussion boards, journaling, reading of material, watching of online programming, review of power points, and experiential exercises. There will be a variety of activities during the semester to maintain high energy and interest. This class is highly interactive and designed to help produce a daily practice to improve how you see yourself and others.

**Attendance:** Each student is responsible for completing their assignments on the due date. Should an unforeseen incidence happen, please contact me.

**Course Withdrawal:** The University policy on withdrawal from this course will be followed. The process for withdrawal and the policies that govern grading are available at:  
[http://www.uc.edu/registrar/policies\\_and\\_procedures/withdrawal\\_procedures.html](http://www.uc.edu/registrar/policies_and_procedures/withdrawal_procedures.html)

**Academic Integrity:** The University Rules, including the Student Code of Conduct, and other documented policies of the department, college and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct:  
<http://www.uc.edu/studentlife/conduct>.

## Special Accommodations

- **Disability:** Students with disabilities who need academic accommodations or other specialized services while attending the University of Cincinnati will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. Students requiring special accommodation must register with the Disability Services Office. <http://www.uc.edu/sas/disability> Students registered with this office must request an accommodation from the faculty member in charge of the course during the first week of classes, or within one week of their registration with the Disability Services Office.
- **Student Athletes:** Students participating in Division I athletics during the term in which this course is taught must provide notification to the faculty during the first week of the term and should provide their schedule as early as possible. Faculty will make accommodations for these students.

- **Counseling Services, Clifton Campus:** Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive five free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.
- **Title IX:** Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to me, I am required forward that information to the Title IX Office. They will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment or violence, or if you would like to know more about your rights and resources on campus, you can consult the website [www.uc.edu/titleix](http://www.uc.edu/titleix) or contact the office at 556-3349.

**Communication:** Make sure the university has the correct email for you. Please check Canvas regularly for updates and group communication. If you have any questions about the course and the expectations within this course, please contact me. The best way to communicate with me is via e-mail.

### Required Reading and Activity Assignments:

There are two text that are required that are described above.

- *Living the Sutras – A Guide to Yoga Wisdom Beyond the Mat* by Kelly DiNardo and Amy Pearce-Hayden
- *Yoga Mind – Journey Beyond the Physical* by Suzan Colon

There will also be other reading as assigned.

**Discussion Boards:** Discussions Boards are a part of each module in order for you to communication with your fellow classmates since this is a 100% Asynchronous course. Please review the questions each week and make your initial post by Thursday at 11:59p and respond to two of your classmates by Sunday at 11:59p.

**Journals:** Your journals will only be seen by me. This journal will be a reflective journaling experience based off the 8 Limbs of Yoga. Specific questions will be described in each module.

**Final Reflection Paper:** Your Final Reflection paper OR video will be 4 pages, double spaced, 11 or 12 font. Video will need to be 3-5 minutes long. This paper/video is due the Sunday before finals week at 11:59p.

Thoughtfully answer the following questions based on what you have learned from this class:

1. What do you think of the statement that the only way to change the world is to change yourself? What does your yoga practice have to do with this?
2. What changes have you noticed in yourself as yoga has helped you become more self-aware
3. Have you been surprised at some of the changes to you that you attribute to this deeper practice of yoga?
4. Are you noticing a greater integration of the person you are on the yoga mat and the person you are in your life?
5. What growth do you hope to see in yourself as you continue to deepen your practice?

### Course Grading:

Discussion Board Questions:	70 points (5 points each week)
Living the Sutras Journal:	50 points
Yoga Mind Journal:	50 points
Quizzes:	70 points
Final Reflection Paper:	25 points
<b>Total Possible:</b>	<b>265 points</b>

## Course Schedule

Fall 2022		Title	Assignments	Living the Sutras + Journaling			Readings	Quiz	DB	Journal	Final	
8/22-8/28	Week 1	History and Introduction to Yoga	History Quiz	Living the Sutras (1-65)	Journal	DB - Intro of self	Living the Sutras	10	5			
8/29-9/4	Week 2	Deeper Dive into Yoga Sutras	Deeper Dive Quiz	Living the Sutras (1-65)	Journal	Discussion Board		20	5			
9/5-9/11	Week 3	Limb 1 - Yama 1 - Ahimsa	Yoga Sutras quiz Chapter 1	Living the Sutras (1-65)	Journal	Discussion Board		10	5			
9/12-9/18	Week 4	Limb 1 - Yama 2 - Satya & Yama 3 Asteya		Living the Sutras (69-142)	Journal	Discussion Board			5			
9/19-9/25	Week 5	Limb 1 - Yama 4 - Brahmacharya & Yama 5 Aparigraha	Yoga Sutras quiz Chapter 2	Living the Sutras (69-142)	Journal	Discussion Board		10	5			
9/26-10/2	Week 6	Limb 2 - Niyama 1 - Saucha		Living the Sutras (69-142)	Journal	Discussion Board			5			
10/3-10/9	Week 7	Limb 2 - Niyama 2 - Santosha & Niyama 3 Tapas	Yoga Sutras quiz Chapter 3	Living the Sutras (69-142)	Journal	Discussion Board		10	5			
10/10-10/16	Week 8	Limb 2 - Niyama 4 - Svadhyaya & Niyama 5 - Ishvara Pranidhana		Living the Sutras (143-149)	Journal	Discussion Board			5			
10/17-10/23	Week 9		Yoga Sutras quiz Chapter 4		LTS Journal Due	Discussion Board		10		50		
10/24-10/30	Week 10	Limb 3 - Asana				Discussion Board			5			
10/31-11/6	Week 11	Limb 4 - Pranayama				Discussion Board	Ready Yoga Mind Intro on 10/31 and Begin Yoga Mind on 11/1		5	10		
11/7-11/13	Week 12	Limb 5 - Pratyahara				Discussion Board			5	10		
11/14-11/20	Week 13	Limb 6 - Dharana				Discussion Board			5	10		
11/21-11/27	Week 14	Limb 7 - Dhyana				Discussion Board			5	10		
11/28-12/4	Week 15	Limb 8 - Samadhi				Discussion Board	Complete Yoga Mind on 11/30		5	10		
12/5-Finals				Final Reflection Questions (25pts)							25 Total	
Reading Days: Monday, October 10 & Tuesday, November 8, 2022								70	70	100	25	265

## Discussion Board Grading Rubric

<b>Criteria</b>	<b>5 points</b>	<b>3 points</b>	<b>2 points</b>	<b>0-1 points</b>
Response to Prompt	Brought new understanding to topic. Clearly contributed to discussion	Good response but could have been more clearly connected to prompt	Attempted adequate response but may have missed main idea or wandered from topic	Post(s) not made or not clearly connected to topic
Replies to other students (if required)	Clear engagement with other students. Specific references to others' ideas	Engaged with other students but could have been more specific or original	Engagement with other students minimal or vague	Missing or extremely weak replies
Language	Proper use of academic language, clear prose, and appropriate, professional communication	Language could have been clearer or more polished at some points.	Communication may be weak, unclear, or inappropriate in an academic audience.	Broke basic rules of appropriate communication in an academic environment OR post was not made.
Evidence	Clear connections made to supporting evidence	Good evidence but may be lacking in specificity	Evidence presented but may have been weak	Misunderstood nature of evidence or lacked evidence entirely
Timeliness	Post and any required replies met deadlines	One deadline or one component may have been missed.	Deadlines were missed or did not include all requirements.	Post(s) extremely late or missed entirely.

## Rubric for Journals

<b>Criteria</b>	<b>Outstanding 10 points</b>	<b>Proficient 8 points</b>	<b>Basic 5 points</b>	<b>Below Expectations 2 points</b>
Critical Thinking	Rich in content; insightful	Substantial information;	Information is thin and	Rudimentary and superficial,

	analysis, clear connections made to real-life situations	general connections are made, but sometimes too obvious or not clear	common place, vague generalities are posted	little or no connections with any other material or are off topic.
Personal Reflection	Entries are high quality consisting of personal reflections that connect between real-life learning and reading	Connects ideas and thoughts to personal life; Evidence of personal connection to learning, community	Little evidence of personal connection, many connections need further explanation or justification	Lack of connection to personal life
Surface Features	An occasional grammatical or stylistic error	Few grammatical or stylistic errors	Obvious grammatical or stylistic errors, errors interfere with content	Obvious grammatical or stylistics errors, errors make content very difficult to read