

Upama Yoga RYS 200 Catalog

(courses listed in alphabetical order)

API01: Intro to Anatomy

Course Description:

In this class students will begin to learn the terminology and basic concepts of human anatomy. Students will begin to learn the bones of the body, bony landmarks, and terms for direction and movement. Students will also begin to learn terms and ideas relating to muscles, such as origin, insertion, and action, so that they have a conceptual framework for future lessons. Students will also be exposed to Latin and Greek roots in anatomical language to enable them to learn future terms more efficiently and effectively.

Prerequisite:

None

Corequisite:

None

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Recognize most major bones of the body
2. Be able to identify most major bony landmarks
3. Understand the significance of muscle origin, insertion, action, and nerves when memorizing muscles
4. Understand the roles of synergists, agonists, and antagonists
5. Be aware of muscle tissue and fibers relating to stretching and strengthening
6. Recognize and understand the following terms:

Anterior/ Posterior

Lateral / Medial

Superior, Supra/ Inferior, Infra

Distal/Proximal

Superficial / Deep

Plantar/Dorsal vs (ventral) (dorsal)

Flexion/Extension, Dorsiflexion, Plantar Extension

Abduction/Adduction

Internal rotation, External rotation

Pronation/Supination

Synergists, agonists, antagonists

I. Be aware of Latin and Greek roots and stems in anatomical language and begin to draw conclusions about new words based on root knowledge

Topics Covered:

- I. Skeleton
 - A. Landmarks, bones
 - B. Language of direction/planes
- II. muscles:
 - A. Terms: (origin, insertion, fibers, stretch, strength),
 - B. language of movement/kinesiology

Course at a Glance:

Meeting 1: Skeleton

Meeting 2: Muscles

Textbook(s):

Meeting 1:

- Biels, Andrew. Trail Guide to the Body. Any edition of textbook (NOT workbook) Pages 31, 40-42
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz Pages 68-70
- Instructing Hatha Yoga, Kathy Lee Kappmeier, Diane M. Ambrosini Pages 48-64

Meeting 2:

- Biels, Andrew. Trail Guide to the Body. Any edition of textbook Pages 32-39, 43-45
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz Pages 71, 85, 62-66

Additional Resources:

<http://www.asu.edu/courses/kin335/documents/Movement%20Terminology.pdf>

<http://www.anatomy.usyd.edu.au/glossary/>

http://www.artanatomy.com/?page=views&view=table_o_i_a

<http://www.hitekco.com/bio168/latin.htm>

<http://quizlet.com/9447359/human-anatomy-latin-roots-flash-cards/>

API02: Intro to Physiology

Course Description:

This class will go over physiology as it relates to yoga practice. We will cover the following systems: Brain, nervous system, endocrine systems, Circulatory, Digestive, Respiratory, relation to Prana/Apana/Chakra. We will also cover the language of physiology,

Prerequisite:

API01

Corequisite:

Hatha 101

Hatha 110

Hatha 115

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Know the basic aspects and characteristics of the nervous system and stress response
2. Understand how yoga impacts the nervous, circulatory, endocrine, and digestive systems
3. Understand how yoga impacts and is informed by the respiratory system and its relation to Prana and Apana
4. Be aware of theories relating the endocrine and chakra systems
5. Be aware of characteristics of connective tissue as it relates to stretch
6. Be aware of emerging theories regarding fascia and its relation to the nervous system
7. Know the following terms:

Central Nervous System

Autonomous NS

Peripheral NS

Topics Covered:

1. nervous system and stress response
2. Other major systems: endocrine, circulatory, digestive, respiratory
3. language of physiology
4. connective tissue, fascia, controversies and emerging theories

Course at a Glance:

1 meeting

Textbook(s):

- Trail Guide To The Body, Andrew Biel (Any Textbook edition) Pages 46-51
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz Pages 120-136

Additional Resources

Class Number: AP 201 Axial Detailed Anatomy

Course Description:

This course will begin to introduce students to the muscles and bones involved in the following areas: Pelvic girdle, sacrum/lumbar, major hip muscle groups (quad, hamstrings, flexors, extensors), regions of spine, core muscles and stability, neck (general). This class is designed to be taken along side Asana 101 so that these anatomical regions can be highlighted within Asana practice.

Prerequisite:

AP 101

AP 102

Corequisite:

Asana 101

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Identify all major bony landmarks of axial skeleton
2. Understand the muscular affects of pelvic tilts on other muscle groups of upper and lower body
3. Be aware of issues relating to the core, SI joint, psoas/iliacus, gluts, pelvic floor, etc.
4. Be aware of issues relating to the skeletal structure of the neck (atlas, etc.)

Topics Covered:

- A. Section 1
 1. Pelvic girdle
 2. sacrum/lumbar
 3. major hip/leg (quad/hamstrings/flexors/extensors)
- B. Section 2
 1. Spine Continued
 2. core: pelvic floor, spinal muscles obliques, diaphragm
 3. Neck: skeletal structure

Course at a Glance:

Meeting 1: Detailed Anatomy I

- Trail Guide To The Body, Andrew Biel (any book edition) Chapter 6, Pages 176-177
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz Pages 74-80
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens Page 70
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Meeting 2: Detailed Anatomy 2

- Trail Guide To The Body, Andrew Biel (any book edition) Chapter 4, Pages 232-252
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz Pages 89-97
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens Pages 73-81
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Textbook(s):

Trail Guide to the Body.

AP202: Appendicular Detailed Anatomy

Course Description:

Detailed Anatomy 1: Legs, knees, ankles, feet

Detailed Anatomy 2: Shoulders (front/back), neck muscles, arms, wrists, hands

Prerequisite:

AP 201

Corequisite:

Asana 102

Asana 103

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Identify all major bony landmarks of the appendicular skeleton
2. Be aware of most major muscle groups of the appendicular skeleton
3. Be aware of issues relating to muscles of neck and shoulders
4. Be aware of common issues relating to the knee joint, muscles of the hips and ankles that get strained from being seated, running, etc.

5. Be aware of issues relating to arms and wrist joints
6. Compare and contrast the shoulder girdle to pelvic girdle

Topics Covered:

- A. Set 2
 1. Legs
 2. knees
 3. ankles
- B. Set 3
 1. Shoulder girdle
 2. neck muscles
 3. arms, wrists and hands

Course at a Glance:

Meeting 1: Detailed Anatomy 1

Meeting 2: Detailed Anatomy 2

Textbook(s):

Meeting 1

- Trail Guide To The Body, Andrew Biel (Review Chapter 6, Read Chapter 7)
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 83-85, 98-106)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Pages 66 and 63)

Meeting 2

- Trail Guide To The Body, Andrew Biel (Chapter 2 and 3)
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 81-83, 107-111)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Pages 82-86)

Upama Yoga: Comparative Yoga Studies *AP 220: Practical Anatomy in Asana Practice and Sequencing*

AP 220: Practical Anatomy in Asana Practice and Sequencing

Course Description:

Students will review information from earlier anatomy and asana classes in order to apply knowledge in a practical setting. Students will act as students and teachers and examine their own personal anatomical variations within the context of asana. Students will also begin to

understand how to modify poses for common anatomical variations. Students will begin to consider how anatomy may influence sequencing decisions.

Prerequisite:

AP202

Corequisite:

None

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Identify individual variations in human anatomy and account for these variations in asana practice.
2. Be able to observe position of pelvis in most poses.
3. Identify bony landmarks on self while in multiple asanas
4. Identify bony landmarks on others while in multiple asanas
5. Understand asana cautions and contraindications based on knowledge and reason, rather than rote memorization

Topics Covered:

- I. Review earlier anatomy and asana concepts
- II. Practice asana alone and in groups and answer anatomical questions
- III. Examine bony landmarks on self and others and be able to identify them despite variations in individual bodies.
- IV. Be aware of the types of anatomical variations in yoga practitioners including:
 - I. skeletal size
length of arms, legs, etc.
width of pelvis, angle of head of femur within acetabulum and affect on hip ROM
“extra” bones in some: vertebra, ribs, etc.
 2. degree of lordosis/kyphosis/scoliosis
 3. personal injuries or strain and how they influence muscle groups
 4. variations in adipose tissue that will result in pose differences
 5. individual instability in joints, resulting in hyperextension, SI issues, knee problems, etc.
- V. Begin to be aware of how anatomical constraints influence sequencing choices
 1. Open hip/closed hip transitions and affect on SI/L5 joint
 2. Healthy movement of spine in transitioning from forward bends, backbends, etc.

Course at a Glance:

I Meeting

Textbook(s):

- Trail Guide To The Body, Andrew Biel (Pages 30-32)
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 272-273)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Page 87)

Additional Resources

Recommended: Anatomy of Movement and Exercises from Anatomy of Movement.

Asana 101: Asana Mechanics I

Focus on pelvis, low back, abdomen, hips/thighs in Asana practice

Course Description:

In this class students will learn asana practices designed to bring focus and understanding to the following anatomical areas: pelvis, low back, abdomen, hips/thighs. Students will learn how to align their body within a practice to optimize safety in these anatomical structures.

Prerequisite:

Corequisite:

AP201

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Understand the position and placement of pelvis, low back, lower abdomen, hips and thighs in common yoga poses
2. Understand how the position of the pelvis can result in changes to muscles of other connected areas in asana
3. Know what bony landmarks to check for alignment and safety in relation to back and hips

Topics Covered:

- I. Asana Practices illustrating pelvis, low back, hips/legs (Anatomy Set I)
- A. Traditional standing poses

1. Tadasana, Uttanasana, WI-2, Parsvattanasana, -konasana, chair
2. intro forward fold mechanics
3. intro backbend mechanics
4. closed hip and open hip poses
5. revolved poses relating to hips
- B. Traditional Prone and Supine Poses
 1. cobra
 2. Locust
 3. supta tadasana/tree
 4. apanasana
 5. bridge
- C. Traditional seated poses
 1. Dandasana
 2. Upavista Konasana
 3. Baddha Konasana

Course at a Glance:

Meeting 1: Focus on Pelvis in Asana practice

Meeting 2: Low back, abdomen in Asana practice

Meeting 3: Hips/thighs in Asana practice

Meeting 4: Relation between pelvis, low back, abdomen, hips/thighs in Asana practice

Textbook(s):

Meeting 1

- Trail Guide To The Body, Andrew Biel (Pages 273-330 and Chapter 6)
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 360 and 361)

Meeting 2

- Trail Guide To The Body, Andrew Biel (Chapter 4)
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Review Page 360, and Read Pages 64-65, 335-337, and 354)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Pages 73-81)

Meeting 3

- Trail Guide To The Body, Andrew Biel (Review Chapter 6)
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 78-80, 98-105)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Pages 70-72)

Meeting 4

- Trail Guide To The Body, Andrew Biel (Review 177-193, 200-201)

- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 74-80, 89-106)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Pages 87-88)

Asana 102: Asana Mechanics 2

Focus on legs/knees/ankles/feet in asana practice

Course Description:

In this class students will learn asana practices designed to bring focus and understanding to the following anatomical areas: legs, knees, ankles, feet. Students will learn how to align their body within a practice to optimize safety in these anatomical structures.

Prerequisite:

Asana 101

Corequisite:

AP202

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Understand the position and placement of legs, knees, ankles, feet, in common yoga poses
2. Understand how the position of the feet and knees relate to position of pelvis and hips in asana
3. Understand issues relating to arches, ankles, and knees in asana
4. Know what bony landmarks to check for alignment and safety in relation to knees and ankles

Topics Covered:

- A. Asanas: illustrating legs/knees/ankles, core (Anatomy Set 2)
 1. Traditional standing poses
 2. seated poses
 3. balances

Course at a Glance:

Meeting 1: focus on knees

Meeting 2: focus on ankles and feet in asana practice

Meeting 3: focus on legs in asana practice

Meeting 4: focus on relations between legs/knees/ankles/feet in asana practice

Textbook(s):

Meeting 1

- Trail Guide To The Body, Andrew Biel (Pages 337-383, and Chapter 7)
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 102, 106)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Pages 63-66)

Meeting 2

- Trail Guide To The Body, Andrew Biel (Pages 371-381, 388-396)
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 106-107)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Pages 63-65)

Meeting 3

- Trail Guide To The Body, Andrew Biel (Review 300-330, and Chapter 7)
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 83-85, 98-105)

Meeting 4

- Trail Guide To The Body, Andrew Biel (Review Chapter 7)
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Review Pages 83-85, 98-106)

Asana 103: Asana Mechanics 3

Focus on shoulders, neck, arms, wrists, hands in asana practice

Course Description:

In this class students will learn asana practices designed to bring focus and understanding to the following anatomical areas: shoulders, neck, arms, wrists, hands. Students will learn how to align their body within a practice to optimize safety in these anatomical structures.

Prerequisite:

Asana 101

Asana 102

Corequisite:

AP202

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Understand the position and placement of shoulders, neck, arms, wrists, and hands in common yoga poses
2. Understand how the position of the arms can result in changes to shoulders and thoracic spine and ribs
3. Know what bony landmarks to check for alignment and safety in relation to back, shoulders and neck

Topics Covered:

- A. Asanas: illustrating shoulders, neck, arms (Anatomy Set 3)
 1. shoulder intensive poses
 - a) downdog, updog, cobra, plank, etc.
 - b) arm balances

Course at a Glance:

Meeting 1: focus on shoulders and neck in asana practice

Meeting 2: focus on shoulders and arms in asana practice

Meeting 3: focus on wrists and hands in asana practice

Meeting 4: focus on shoulders, neck, arms, hands in asana practice

Textbook(s):

Meeting 1

- Trail Guide To The Body, Andrew Biel (Pages 53-166, Chapter 2-Chapter3)
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 81-83, 107-119, 339-340)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Page 82)

Meeting 2

- Trail Guide To The Body, Andrew Biel (Review Chapter 1 and 2)
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 81-83, 89-93, 107-111)

Meeting 3

- Trail Guide To The Body, Andrew Biel (Review Chapter 3)

Meeting 4

- Trail Guide To The Body, Andrew Biel (Chapter 5, Review Chapters 2-3)

- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Review 81-83, 89-93, 107-111)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Pages 82-86)

Asana 201: Intermediate Asanas I Forward and Back Bends, Standing and Seated Twists Poses

Course Description:

In this class we will review the poses learned in earlier asana classes in the following categories: forward bends, back bends, standing, and seated poses. Now that students have a solid grasp of the basics of anatomy and asana we will begin to develop students' understanding of the energetics and "subtle body" factors within each pose. In addition, we will discuss how different traditions teach individual asana and discuss how that changes the nature of the pose. Lastly, we will begin to work on verbal instruction and physical adjustments.

Prerequisite:

Asana 101
Asana 102
Asana 103
Philos 110
Sanskrit 101

Corequisite:

Asana 202

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Recall both the English and Sanskrit names of at least 40 poses
2. Begin to be able to instruct poses both anatomically and energetically
3. Recognize pose variations between different traditions, such as Classical, Iyengar and Ashtanga
4. Begin to understand sequencing with energetics in mind

Topics Covered:

- A. Yoga Energetics and Mechanical review of Asana in the following categories:
 1. Backbends
 2. Forward Bends
 3. Seated Poses

4. Standing Poses
- B. Beginning to understand and produce verbal instructions for poses
- C. Comparisons of different schools and their perspectives on individual poses.

Course at a Glance:

Meeting 1: Energetics of Forward Bends, Mechanics Review

Meeting 2: Energetics of Back Bends, Mechanics Review

Meeting 3: Energetics of Seated Poses, Mechanics Review

Meeting 4: Energetics of Standing Poses, Mechanics Review (Internal/External rotation)

Textbook(s):

Meeting 1

- Instructing Hatha Yoga, Kathy Lee Kappmeier, Diane M.Ambrosini (Chapter 5)
- Hatha Yoga Illustrated, Martin Kirk, Brooke Boon, Daniel Di Turo (Chapter 8)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Pages 213-227)

Meeting 2

- Instructing Hatha Yoga, Kathy Lee Kappmeier, Diane M.Ambrosini (Review Chapter 5)
- Hatha Yoga Illustrated, Martin Kirk, Brooke Boon, Daniel Di Turo (Chapter 6)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Pages 197-208)

Meeting 3

- Instructing Hatha Yoga, Kathy Lee Kappmeier, Diane M.Ambrosini (Review Chapter 5 and Read Chapter 8)
- Hatha Yoga Illustrated, Martin Kirk, Brooke Boon, Daniel Di Turo (Chapter 9)

Meeting 4

- Instructing Hatha Yoga, Kathy Lee Kappmeier, Diane M.Ambrosini (Review Chapter 5 and Read Chapter 7, and Page 82)
- Hatha Yoga Illustrated, Martin Kirk, Brooke Boon, Daniel Di Turo (Chapter 2- Chapter 3)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Pages 174-184)

Asana 202: Intermediate Asanas 2
Prone and Supine Poses, Arm Balances and Inversions

Course Description:

In this class we will review the poses learned in earlier asana classes and learn more advanced pose categories from the following: prone poses, supine poses, arm balances, and inversions. Now that students have a solid grasp of the basics of anatomy and asana we will begin to develop students' understanding of the energetics and "subtle body" factors within each pose.

In addition, we will discuss how different traditions teach individual asana and discuss how that changes the nature of the pose. Lastly, we will begin to work on verbal instruction and physical adjustments.

Prerequisite:

Asana 101
Asana 102
Asana 103
Philos 110
Sanskrit 101

Corequisite:

Asana 201

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Practice and instruct more advanced pose groups
2. Recall both the English and Sanskrit names of at least 40 additional poses
3. Begin to be able to instruct poses both anatomically and energetically
4. Recognize pose variations between different traditions, such as Classical, Iyengar and Ashtanga
5. Begin to understand sequencing with energetics in mind

Topics Covered:

- A. Yoga Energetics and Mechanical review of Asana in the following categories:
 1. Prone poses
 2. Supine poses
 3. Arm balances,
 4. Inversions
- B. Beginning to understand and produce verbal instructions for poses
- C. Comparisons of different schools and their perspectives on individual poses.

Course at a Glance:

Meeting 1: Energetics of Prone Poses, Mechanics Review
Meeting 2: Energetics of Arm Balances, Mechanics Review
Meeting 3: Energetics of Supine Poses Mechanics Review
Meeting 4: Energetics of Inversions Mechanics Review

Textbook(s):

Meeting 1

- Instructing Hatha Yoga, Kathy Lee Kappmeier, Diane M.Ambrosini (Chapter 5, Chapter 9- Only Prone Poses)

Meeting 2

- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Pages 189, 209, 228)
- Instructing Hatha Yoga, Kathy Lee Kappmeier, Diane M.Ambrosini (Chapter 9, Chapter 10, Pages 207, 258)
- Hatha Yoga Illustrated, Martin Kirk, Brooke Boon, Daniel Di Turo (Chapter 4, 5, and 7)

Meeting 3

- Instructing Hatha Yoga, Kathy Lee Kappmeier, Diane M.Ambrosini (Chapter 9- Supine Poses Only)
- Hatha Yoga Illustrated, Martin Kirk, Brooke Boon, Daniel Di Turo (Chapter 10- Skip Pages 192-194)

Meeting 4

- Instructing Hatha Yoga, Kathy Lee Kappmeier, Diane M.Ambrosini (Chapter 10)
- Hatha Yoga Illustrated, Martin Kirk, Brooke Boon, Daniel Di Turo (Chapter 5)

Upama Yoga: Comparative Yoga Studies

Class Number: Class Title

Asana 250: Common injuries, conditions, and modifications for Asana

Course Description:

This class builds upon the knowledge gained in prior asana and anatomy classes, particularly AP220. After learning to account for individual anatomical variations in asana, this class will teach students how to account for common injuries including back problems, vertebral fusion, knee injuries, neck and shoulder injuries, and common conditions treated by yoga including athletic conditioning problems, multiple sclerosis, PTSD, and blood pressure issues.

Prerequisite:

AP220

Corequisite:

None

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Understand the anatomical and physiological issues relating to fused vertebrae, back strain, knee conditions, neck problems, frozen shoulders, limited ROM in joints, tight IT bands, carpal tunnel, balance problems, etc.
2. Understand physiological issues relating to stress and blood pressure, PTSD, etc.
3. Modify asana instruction for individual conditions and injuries based on a deep understanding of the conditions and poses involved rather than rote memorization of contraindications.

Topics Covered:

1. Common Injuries:
 1. fused vertebrae, back strain, knee conditions, neck problems, frozen shoulders, limited ROM in joints, tight IT bands, carpal tunnel, balance problems, etc.
2. Common Conditions in Yoga (Not necessarily common conditions)
 1. PTSD, MS, Fibromyalgia, blood pressure, etc.

Course at a Glance:

1 Meeting: Common injuries, conditions, contraindications and modifications for Asana

Textbook(s):

- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 136-147, 289, 219)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Pages 154, 148, 309-330, Chapter 11)
- Instructing Hatha Yoga, Kathy Lee Kappmeier, Diane M. Ambrosini (Pages 32, 36)

Business 110: Career Options, Registration, Laws and Liability

Course Description:

Students will learn basics of professionalism in today's yoga market. This class will discuss professional organizations, places to teach, legal issues facing professional instructors and concerns about insurance and liability.

Prerequisite:

None

Corequisite:

None

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Make informed decisions about professional organizations and know how to register
2. Know what type of insurance to get and how
3. Know the different legal and professional requirements of working in different locations including studios, schools, gyms, etc.
4. Be familiar with trademarks and copyright
5. Learn about waiver forms and injury
6. Know the difference between 1099 contractor and W2 employment

Topics Covered:

1. Yoga Alliance, IAYT, pros, cons, registration, etc.
2. Laws: trademark, copyright, waiver
3. Locations: gyms, parks, corporate, schools, studios, private lessons, etc
4. Insurance: General Liability
5. Taxation and Legal Restrictions: 1099 vs W2

Course at a Glance:

1 meeting

Textbook(s):

- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 245-251)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Chapter 12)
- Instructing Hatha Yoga, Kathy Lee Kappmeier, Diane M. Ambrosini (Pages 32-34)

Business 120: Marketing Yogically

Course Description:

Even though professional yoga instructors have to be able to find students, the term “marketing” often makes them uncomfortable. This class will present basic sales, service, and marketing ideas through the ethical values of yoga.

Prerequisite:

None

Corequisite:

None

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Identify a target market
2. Evaluate return on investment in marketing efforts
3. Understand the nature of branding
4. Feel more knowledgeable and confident in sales and marketing efforts
5. Be familiar with basic marketing terminology
6. Be able to define the following:
 - Marketing
 - Promotion
 - Social Media
 - Advertising
 - Branding
 - ROI
 - Demographic

Topics Covered:

1. Aparigraha and Target Marketing as avoiding waste
2. Branding vs. false i-am-ness
3. Satya and Ahimsa in market message

Course at a Glance:

1 Meeting

Textbook(s):

- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 245-247, 251-253)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Pages 339-343)
- Instructing Hatha Yoga, Kathy Lee Kappmeier, Diane M. Ambrosini (Pages 10, 15-21)

CT101: Comparative approaches to verbal instruction and cueing

Course Description:

Verbal instruction is the primary means of communication in any yoga classroom, and is one of

the most challenging parts of teaching. Students will learn perspectives on verbal instruction in a variety of different yoga styles including scripted styles, those that value verbal instruction above physical adjustments, and vice versa. Students will compare the pros and cons of these perspectives, particularly in light of different teaching methodologies and populations so that they might tailor their “cues” toward their student population and teaching preferences and develop clear and interesting instructions on their own.

Prerequisite:

Methods 110

Corequisite:

Methods 120,

CT102

CT103

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Characterize the verbal instruction styles of Iyengar, Anusara, Bikram, and Ashtanga styles
2. Evaluate verbal instruction as an effective teaching technique
3. Avoid common pitfalls in verbal instructions and communication
4. Avoid clichéd cues and be capable of creating verbal instructions based on a deep understanding of the pose and what students are doing
5. Confidently and clearly address a group of people

Topics Covered:

- I. Purpose of verbal instruction
- II. Bad verbal instruction
- III. Flaws and limitations of verbal instruction
- A. Students who don't do verbal instructions
- B. Amount of instruction
- IV. Components of verbal instruction
- V. establishing your own teaching voice/style

Course at a Glance:

Meeting 1: Comparative approaches to verbal instruction and cueing

Meeting 2: Comparative approaches to verbal instruction and cueing

Textbook(s):

- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Pages 123-153)

Handouts

CT102: Comparative approaches to props

Course Description:

Since B.K.S. Iyengar, props have found themselves into more and more yoga classes. Students will learn about types of props, how to substitute props, and different perspectives on when to use them.

Prerequisite:

None

Corequisite:

Methods 110,
CT101
CT103

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Identify the following props and suggest at least one way to use each:

Straps

Blocks

Wedges

Bolsters

Blankets

Mats

Tennis balls

1. Discuss the different types of materials in props and when one material might be preferable over another
2. Discuss ways to substitute for any of the above listed props in a home environment
3. Identify at least three different reasons to use a prop
4. Be able to teach safely in environments where props are not available
5. Discuss different yoga styles and their perspectives on using props
6. Identify student populations who are best served with the use of props

Topics Covered:

1. When to use which prop
2. What characteristics to look for in prop selection
3. Different yoga styles and perspectives on props
4. Prop: bridge gap, illustrate point, use to avoid inappropriate touch
5. When to skip props
6. How to substitute props

Course at a Glance:

1 Meeting

Textbook(s):

- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 290-291)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (154-155)

CT103: Comparative approaches to physical adjustments

Course Description:

Students will learn different schools' perspectives on physical adjustments, including both self adjustments and hands-on assisting. Students will also learn the pros and cons of using adjustments in different circumstances and how to practice sensitivity in adjusting.

Prerequisite:

None

Corequisite:

Methods 110

CT101

CT102

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Characterize the physical instruction styles of Iyengar, Forrest, Anusara, Bikram, and Ashtanga styles
2. Evaluate physical instruction as an effective teaching technique
3. Understand cultural and social issues that can make physical adjustments less effective
4. Know how to make clear hands-on adjustments with others and guide self-adjustments in class settings

5. Understand ways to use their own body as a “prop” to enable students to learn stability in a pose

Topics Covered:

- I. Comparative Yoga instruction: different schools' approaches to demonstration, hands on adjusting, verbal cues, props
 - A. Iyengar: props, alignment, spirals, demonstration (Geeta's text)
 - B. Ashtanga: adjustments, demonstration (Swenson,
 - C. Anusara
 - D. Viniyoga
 - E. Yin
 - F. Forrest
 - G. Vinyasa traditions
 - H. Integral

Course at a Glance:

I Meeting

Textbook(s):

- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Pages 148-156)
- Instructing Hatha Yoga, Kathy Lee Kappmeier, Diane M.Ambrosini (Pages 29-34)

Hatha 101: Intro to Bandhas, Chakras, Kundalini

Course Description:

This course introduces students to the practices of Hatha and Tantra yoga traditions. Students will learn about the theories and methods of bandhas, chakras and the kundalini coil.

Prerequisite:

A&P 102

Philos 160

Corequisite:

None

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Perform, define, and characterize the results of the following:
 - Mula Bandha
 - Uddiyana Bandha
 - Jalandhara Bandha
 - Maha Bandha
1. Discuss the usage of locks in relation to Prana and Chakras in traditional wisdom
2. Know the literal translation of Kundalini and the ways it is used classically and in modern contexts
3. Be able to compare traditional, psychological, and clinical perspectives on the chakra system
4. Understand these ideas in relation to asana and pranayama practice

Topics Covered:

1. Pranayama 1, 2 (w/ Bandhas?) (10 hours)
- A. Intro to Prana, Apana, Bandhas, Chakras, Kundalini, Nadis
 1. perspectives
 - a) spiritual: Shakti/Shiva/ Kundalini coil
 - b) energetic: prana/apana, nadis
 - c) physiological (endocrine)
 - d) psychological (Anodea Judith)
 2. Methods:
 - a) <http://www.mindbodygreen.com/0-2583/Bandhas-for-Beginners-Intro-to-Yogas-Interior-Locks.html>
 - b) Mula, Uddiyana, Jalandhara, Maha

Course at a Glance:

I Meeting: Intro to Bandhas, Chakras, Kundalini

Textbook(s):

- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Pages 54-56)
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 200-204, 223-227)

Hatha I I 0: Cooling Pranayama

Course Description:

In this class students will learn to perform and instruct traditional yoga breathing exercises traditionally believed to cool or regulate the body and calm or focus the mind. Students will also learn the physiological factors of each technique.

Prerequisite:

A&P 102

Corequisite:

None

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Explain the potential physiological explanation for what is occurring in the nervous, endocrine, circulatory and respiratory systems.
2. Characterize the common qualities of “warming” pranayama exercises.
3. Practice, define, and be able to instruct the following forms of pranayama
 - Dirga: 3 part breath
 - Ujjayi: Victorious, Triumphant, Conqueror's
 - Nadi Sodhana: Alternate Nostril
 - Bhramari: Bees Breath
1. Define and practice the following:
 - Sit Cari, Sitkari: hissing breath, teeth hissing, (also called tongue hissing breath, see Shitali)
 - Shitali, Sitali, Sheetal: curled tongue, (also tongue hissing breath, see Sit Cari)

Topics Covered:

- A. Pranayama: cooling
 1. Ujjayi
 2. Alternate Nostril
 3. Bees Breath
 4. 3 part

Course at a Glance:

Meeting I: Pranayama: cooling

Textbook(s):

- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay,

Theodora Barenholtz (Pages 230-239, 262-265)

- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Chapter 8)
- Instructing Hatha Yoga, Kathy Lee Kappmeier, Diane M. Ambrosini (Chapter 4)

Hatha I I 5: Warming Pranayama

Course Description:

In this class students will learn to perform and instruct traditional yoga breathing exercises traditionally believed to warm and energize the body. Students will also learn the physiological factors of each technique.

Prerequisite:

A&P 102

Corequisite:

None

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Understand the potential physiological explanation for what is occurring in the nervous, endocrine, circulatory and respiratory systems.
2. Characterize the common qualities of “warming” pranayama exercises.
3. Practice and define the following forms of pranayama
 - Bhastrika: Bellows Breathing, Breath of Fire
 - Kapalabhati: Shining Skull breath

Topics Covered:

- A. Pranayama: warming
 1. Fire/Bellows
 2. Shining Skull

Course at a Glance:

Meeting I: Pranayama: warming

Textbook(s):

- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay,

Theodora Barenholtz (Pages 230-239, 262-265)

- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Chapter 8)
- Instructing Hatha Yoga, Kathy Lee Kappmeier, Diane M. Ambrosini (Chapter 4)

Hatha I 20: Kriyas, Mantra, Kirtan, etc.

Course Description:

Students will learn about the practice and philosophical/cultural contexts of other major hatha yoga practices including kriyas, mantra, and kirtan.

Prerequisite:

None

Corequisite:

Sanskrit 101

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Define the following terms:
 - kriyas
 - mantra
 - kirtan
2. Explain the significance of accuracy in rhythm and pronunciation in different types of chanting
3. Explain the philosophical significance of kriyas within hatha, tantric and Kundalini traditions

Topics Covered:

1. Kriyas, Mantra, Kirtan, etc. (4 hours)
 - A. Mantra/Kirtan
 - B. Kriyas

Course at a Glance:

I Meeting: Kriyas, Mantra, Kirtan, etc.

Textbook(s):

Hatha 202: Intermediate Bandhas and Pranayama

Course Description:

Students will review prior lessons on pranayama and Bandhas and learn to practice locks and pranayama with a greater degree of subtlety and mastery. Students will also develop greater techniques for verbally instructing these exercises and evaluate what is occurring energetically and physiologically when combining these techniques in and out of asana practice.

Prerequisite:

API02

Hatha 101

Hatha 110

Hatha 115

Corequisite:

None

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Explain the potential physiological explanation for what is occurring in the nervous, endocrine, circulatory and respiratory systems.
2. Understand the significance of pranayama in classical and hatha philosophies
3. Understand the significance of bandhas in classical and hatha philosophies
4. Instruct students in safely practicing bandhas
5. Instruct others in the following forms of pranayama
 - Dirga: 3 part breath
 - Ujjayi: Victorious, Triumphant, Conqueror's
 - Nadi Sodhana: Alternate Nostril
 - Bhramari: Bees Breath
 - Sit Cari, Sitkari: hissing breath, teeth hissing, (also called tongue hissing breath, see Shitali)
 - Shitali, Sitali, Sheetal: curled tongue, (also tongue hissing breath, see Sit Cari)
 - Bhastrika: Bellows Breathing, Breath of Fire
 - Kapalabhati: Shining Skull breath

Topics Covered:

I. Physiology, instruction, philosophical significance of following:

Dirga: 3 part breath

Ujjayi: Victorious, Triumphant, Conqueror's

Nadi Sodhana: Alternate Nostril

Bhramari: Bees Breath

Sit Cari, Sitkari: hissing breath, teeth hissing, (also called tongue hissing breath, see Shitali)

Shitali, Sitali, Sheetal: curled tongue, (also tongue hissing breath, see Sit Cari)

Bhastrika: Bellows Breathing, Breath of Fire

Kapalabhati: Shining Skull breath

Mula, Uddiyana, Jahalandhara bandhas.

Course at a Glance:

I Meeting: Review Bandhas, Pranayama

Textbook(s):

- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 230-239, 262-265)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Chapter 8)
- Instructing Hatha Yoga, Kathy Lee Kappmeier, Diane M. Ambrosini (Chapter 4)

Meditation 101: Intro to Comparative Meditation techniques

Course Description:

Meditation is an important component of a yoga practice. Over time, different interpretations of one-pointed focus and Samadhi developed in yoga cultures. Many Westerners are familiar with the names Transcendental Meditation (tm) and mindfulness, but may not understand the differences between the practices. This class will introduce students to a variety of meditation and relaxation techniques and goals, including transcendental, TM, vipassana, Jon Kabat-Zinn's Mindfulness Based Stress Reduction program, yoga nidra and Richard Miller' iRest.

Prerequisite:

None

Corequisite:

None

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Explain the difference between transcendental and mindful meditation traditions and how they relate to the two major types of Samaddhi: Samprajnata Samadhi (conscious) and Asamprajnata Samadhi.
2. Be able to practice and guide short meditations (between 5-10 minutes) using at least 3 different techniques from the following:
 - mindful movement/yoga
 - body scan
 - visualization
 - mindful breathing
 - chanting/mantra
 - fire-gazing
 - metta/lovingkindness
 - walking meditation/labyrinth
 - affirmations
 - yantra/mandala
 - sutra reflection
 - mindful check-ins, ordinary activities
 - mindful eating
1. Be able to briefly define all of the above techniques

Topics Covered:

1. Meditation: Vipassana, Nidra, Transcendental (6 hrs)
 - A. Vipassana/Mindfulness
 1. Buddhist perspectives
 2. Jon Kabat-Zinn
 - B. Nidra/iRest
 1. Integral/Classical
 2. Miller
 - C. Transcendental, etc.
 1. Sutras: difference in states

Course at a Glance:

1 Meeting: Intro to Comparative Meditation techniques

Textbook(s):

- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 228-229, 259-261)

- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Chapter 9)

Additional Resources:

<http://meditationisforyou.org/category/all-meditations/>

Methods I 10 Intro to Teaching Theories

Course Description:

There is a key difference between teaching yoga and practicing it-- the art of teaching itself. In this class, students will be exposed to teaching philosophies and methods designed to address the needs of learners of a variety of ages. This background will enable prospective yoga instructors to better understand the many different ways people can learn and determine the most effective way to teach, as well as help yoga instructors determine how to incorporate tips on fitness teaching into their own teaching style. Students will learn about the social, cultural, neurological, psychological, developmental, and individual factors that can influence a person's ability to learn. This class will also teach methods of student observation so that future teachers can design effective, student centered classes that meet individual needs.

Prerequisite:

None

Corequisite:

None

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Identify common factors that can prohibit a student's learning process and identify ways to address or avoid these factors
2. Discuss how different students may require different methods of explanation and explain some of the reasons why this might be
3. Describe the links between memorizing, moving, feeling, problem solving and true learning
4. Effectively observe students and engage in feedback in order to determine student interest and "learning style"
5. Define the difference between formative and summative assessment and describe ways assessment might be used in a drop-in class environment
6. Be familiar with recent neuroscientific theories on cognition and education

7. Explain the impact of Howard Gardner's Theory of Multiple Intelligences on education and discuss its criticism
8. Design classes with a clear idea of the differences and factors relating to WHO is being taught, WHAT is being taught and HOW it is being taught
9. Critically examine texts on fitness instruction for how or if they address differences or complexities of subject matter, student, and teaching methods
10. Be able to define the following key terms (if *, also provide etymology):
 - Curriculum* (multiple definitions)
 - Student*
 - Education*
 - Pedagogy* and Andragogy*
 - Bloom's Taxonomy
 - Student Centered Instruction
 - Differentiated Instruction
 - Emergent Curriculum
 - Multiple Intelligences
 - Scaffolding
 - Webbing (Emergent Curriculum)

Topics Covered:

- I. comparative pedagogical theories:
 - A. ECE/emergent curriculum,
 - B. psychological and developmental factors,
 - C. cognitive/neuroscientific ,
 - D. multiple learning styles theory,
 1. criticisms
 2. considerations
 - a) kinesthetic learner versus analytic learner: diff style required
 - E. personal training and fitness education
 1. Drop-in techniques, constant new people, class leveling
 - F. Academic teaching methods
 1. Repeated classes, scaffolding knowledge w/o new people
- II. class management and planning:
 - A. considerations in setting up a classroom
 - B. handling challenging students
 - C. techniques for logistical planning
 1. technology
 2. scheduling

D. role of the teacher

Course at a Glance:

Meeting 1: Lecture: ECE/emergent curriculum/student centered, psychological and developmental factors, multiple learning styles theory, Blooms Taxonomy

Meeting 2: Lecture: Cognitive/neuroscientific theories and criticism of Gardner, personal training and fitness education as a field. Activities: Personal and practical application of lessons

Textbook(s):

Meeting 1

- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Chapter 6)
- Instructing Hatha Yoga, Kathy Lee Kappmeier, Diane M. Ambrosini (Chapter 3)

Meeting 2

- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 149-171)

Additional resources...

Teaching:

<http://teaching.uncc.edu/sites/teaching.uncc.edu/files/media/files/file/InstructionalMethods/AssumptionsAboutLearning.pdf>

<http://roberta.tripod.com/adulted/methods.htm>

http://en.wikipedia.org/wiki/Emergent_curriculum

Group Fitness Articles:

<http://fitwithlizzie.com/2011/06/24/teaching-your-first-group-exercise-class/>

<http://www.livestrong.com/article/522812-how-to-become-an-effective-personal-trainer/>

<http://www.idealife.com/fitness-library/success-tips-for-teaching-beginners>

<http://fitknitchick.com/2012/09/05/tips-for-teaching-fitness-classes-for-older-adults/>

http://www.ehow.com/list_6909679_tips-great-group-fitness-class.html

Methods 120: Class management and planning

Course Description:

Unlike many types of teaching, yoga instructors often have to teach in unusual or challenging settings-- outdoor classes, health fair booths, community center supply closets, corporate lunchrooms-- and sometimes all in the same day! In addition to these environmental and scheduling logistics, yoga students using the practice for stress or pain management often face

unique emotional and physical challenges that can lead to classroom management challenges for the instructor. How do you handle all of this chaos while still practicing non-attachment and keeping your ego at bay? This class will teach different ways to physically set up a classroom, how to handle difficult students, and how to develop personal care strategies. This class will also expose students to some of the new technologies and techniques available to make class and lifestyle planning easier.

Prerequisite:

Methods 110

CT101

CT102

CT103

Corequisite:

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Differentiate requirements from preferences in structuring a classroom environment
2. Identify techniques for managing difficult spaces or circumstances including:
 1. Lack of appropriate wall space
 2. Lack of appropriate flooring surface
 3. Lack of mats or appropriate attire
 4. Lack of traditional props
 5. Lack of privacy
 6. “Freeway Flyers”: Nomadic teaching and stocking your trunk
3. Choose from multiple strategies for identifying, addressing and managing challenging student situations
4. Use yoga technology such as cloudbased apps for planning and managing yoga classes
5. Develop a well-reasoned personal opinion on use of music, light, candles, and scents within a class environment
6. Manage scheduling and travel logistics that come with professional yoga instruction

Topics Covered:

- I. class management and planning:
 - A. considerations in setting up a classroom
 - B. handling challenging students
 - C. techniques for logistical planning
- I. technology

2. scheduling
- D. role of the teacher
- I. cultural sensitivity
2. emotional sensitivity
- II. establishing your own teaching voice/style

Course at a Glance:

I Meeting

Textbook(s):

- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 272-274)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Chapter 5, Pages 125-133, 148-154)
- Instructing Hatha Yoga, Kathy Lee Kappmeier, Diane M. Ambrosini (Chapter 3)

**Philos I 10: Yoga Philosophy Pre-Patanjali
Samkhya/Vedanta/Advaita, Bhagavad Gita, Buddhism and Jainism**

Course Description:

Although Patanjali's Yoga Sutras are considered the preeminent text defining yoga practice, early ideas about yoga existed long before in the Vedic, Vedanta, and Samkhya schools of Hinduism. Over time, these schools were also influenced by Buddhist and Jain interpretations of oral traditions and textual commentaries. Modern yoga philosophy sometimes risks taking elements of these interpretations and forming them into an inconsistent and confusing hodgepodge of dualistic and nondualistic concepts. This class will provide students with a brief contextual and textual overview of major yoga texts and interpretations before the time of the Yoga Sutras.

Prerequisite:

None

Corequisite:

None

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Be familiar with the classification of Hindu orthodox (Astika) and heterodox (Nastika) schools
2. Be familiar with yoga in non-Hindu contexts including Buddhism and Jainism
3. Chronologically organize major yogic texts and philosophical influences
4. Define the following terms

dualistic/dualism/	Samkhya
nondualistic/nondualist/Advaita	dharma
shruti/smṛti/Dvaita	vedas
Purusha/Prakṛiti	Rig Veda
Brahma/Brahman	Bhagavad Gita
Atman	jñāna, karma, and bhakti yoga
Ishvara	

Topics Covered:

- A. History:
 - I. Vedic Period (c. 1700 BCE-500 BCE actual Vedas, 150 BCE “connected to”)
 - a) Named for Vedas, sacred literature transmitted via oral tradition (precision in transmission)
 - i . rules of recitation, chanting to preserve accuracy
 - ii . dharma: natural law, duty, propriety
 - a . shruti “what is heard” (1st level of authority): of divine origin, preserved as a whole
 - b . smṛti “what is remembered” (2nd level of authority): knowledge that came into being after shruti, “remembered” by seers (commentary, may be preserved verse by verse)
 - b) Samhitas (metric, spiritual texts, “mantra” power):
 - i . the [Rig-Veda](#), c. 11th C BCE
 - ii . [Sama-Veda](#),
 - iii . [Yajur-Veda](#),
 - iv . [Atharva-Veda](#)
 - c) Brahmanas (prose form, faith in power of mantra, not considered “mantra” itself)
 - i multiple texts concerning proper performance of rituals
 - ii each associated with/commenting on Samhitas,
 - a 2 on Rig Veda
 - b 10 with Samaveda
 - c 6 with Yajurveda
 - d 1 with Atharvaveda
 - d) Aranyakas (wilderness texts, rituals performed)
 - e) Mukhya Upanishads
 - f) Early Sutras (Shrauta Sutras, Grhya Sutras c. 6th c. BCE)

- g) Vedanta, end of Vedas, Upanishads, significance of Om
 - i [shabda pramāna](#), most authentic means of knowledge
 - ii perception, or [pratyaksa](#), and logical inference, or [anumana](#), are considered to be subordinate (but valid).

- iii Two sub-schools:

- a Advaita:(non-dualism)

Brahman only reality, the world is illusory, therefore Brahman does not possess attributes (allegory of cave?)

Appears to human mind as a god, Ishvara

Human soul (atman) just appears to be distinct/separate

- b dvaita (dualism)

Brahman/Vishnu reality, independent, absolute truth, supreme

Jiva (individual soul), Jivatman, secondary reality that is dependent on but separate from

Brahman/Vishnu

- c cf. Later dualistic/nondualistic issues in Yoga and Samkhya

- 2. Late Iron Age Periods

- a) Buddhism (Life of Buddha c. 560s BCE, 480s BCE, or 400s BCE)

- i Pali Canon, oral date ????, written 29 BCE

- ii Mahayana sutras, translated into Chinese c. 140s CE

- b) Mauryan Empire (322BCE-185BCE Time of Alexander the Great)

- i pro-Buddhist, Jainism, ahimsa

- ii anti caste system

- iii opposed to slaughter of animals, wildlife conservation rules

- iv reclaiming territory from Macedonians

- c) Indo-Greek Kingdom: Hellenistic in NW regions (180BCE- 10 CE)

- i questionable historical sources

- ii many pro-Buddhist kings

- 3. Mahameghavahana dynasty (c. 250s BCE to 400s CE)

- a) Jainism

- b) emergence of Samkhya thought ((5th-2nd c. BCE emerging, potentially in text form 1st-2nd c. CE although no extant copies?)

- B. Literary History

- I. Vedas (above)

- a) Vedanta, end of Vedas, texts include Upanishads

- i significance of Om symbol, character

- b) **Ayurveda Texts**, sometimes considered appendix to RigVeda or [Atharvaveda](#), although most date to 1st or 2nd c. CE, popularity in medieval period.

- 2. Epic Period (6th c. BCE- 1st, composition/redaction through to 4th c. CE)

- a) Ramayana

- b) *Mahabharata*

- i **Bhagavad Gita (5th-2nd century BCE)** defines 3 paths of yoga that lead to the same place

jnana yoga, yoga of wisdom and scholarship

bhakti yoga, yoga of devotion and spirituality

karma yoga, yoga of selfless action and duty

C. Religious Context

1. 6 Astika schools of Hinduism ('orthodox': vedic authority)
 - a) Nyāyá, the school of logic
 - b) Vaiśeṣika, the atomist school
 - c) Sāṃkhya, the enumeration school
 - d) Yoga, the school of Patañjali (which assumes the metaphysics of Sāṃkhya)
 - e) Mimāṃsā, the tradition of Vedic exegesis
 - f) Vedanta or Uttara Mimāṃsā, the Upaniṣadic tradition.
2. Nastika schools ('heterodox', not based on Vedas)
 - a) Buddhism
 - b) Jainism
 - c) Carvaka

Course at a Glance:

1 meeting

Textbook(s):

- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Chapter 1)
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 7-9, 31-36, 40-50, Chapter 6)

Philos 150: Classical Age and Patanjali

Course Description:

While yoga existed prior to the classical age, Patanjali's Yoga Sutras defined the nature and goals of yoga practice for all future generations. Predating the Hatha philosophy which emphasized more physical practices, the Sutras serve as a guide to the ethical and internal practice of yoga. Students will be introduced to key terms and ideas present in the Sutras and will compare these ideas to modern practices. Students will also learn about the historical and social contexts that surrounded the time of the writing of the Sutras and will learn about different theories regarding authorship. Lastly, students will discuss ways in which the Yoga Sutras differ from or appear influenced by Samkhya and Buddhist philosophies of the time period.

Prerequisite:

Sanskrit 101

Corequisite:

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Discuss Patanjali in relation to dualism and nondualism
2. Identify the books of the Sutras and know their themes/titles
3. Be able to recite the following sutras from memory in Sanskrit: I.2, I.6, 2.1, 2.30, 2.32, 2.33, 2.46
4. Be able explain the following sutras in English using your own words: I.2-6, I.13-16, I.33, 2.1-3, 2.33, 2.46, 2.50, 4.9
5. Define and pronounce the following Sanskrit terms:

Raja Yoga	Ishvarapranidhana	Klesha: "afflictions"
Ashtanga	Svadyaya	Avidya
Yamas	Santoshya	Asmita
Ahimsa	Asana	Raga
Satya	Pranayama	Dvesha
Aparigraha	Pratyahara	Abhinivesha
Asteya	Dharana	Klishta/Aklishta
Brahmacharya	Dhyana	smriti/samskaras
Niyamas	Samadhi	sthira/sukha
Shaucha	Vrittis	
Tapas	Koshas	

Topics Covered:

- I. Philos 150 I Classical Age: Patanjali
- A. Historical
 - I. Gupta Empire (ca. 320 CE–550 CE)
 - a) Golden Age of India
 - b) subcontinent largely united under one rule
 - c) idea of zero and decimal system invented
 - d) emergence of Samkhyakarika, text defining Samkhya thoughts on dualism
 - i purusha (consciousness)
 - ii prakriti (matter)
 - iii jiva: state where purusha bound to prakriti by desire, moksha, liberation and freedom is goal
 - iv denies Ishvara, some scholars think idea of Ishvara is later addition post Yoga philosophy
 - B. Literary Periods
 - I. Sutra Period (6th c. BCE-1st. BCE)
 - a) Sutras= thread, sewn
 - b) **Raja Yoga** (aka. Ashtanga Yoga, Classical Yoga, etc.)
 - i Primary source: Patanjali's Yoga Sutras (c. 100 BCE and 500 CE)
 - ii The eight limbs of Yoga
 - a Yamas: 5 restraints
 - b Niyamas: 5 observances

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- c Asana: Discipline of the body (physical practice)
- d Pranayama: control of breath.
- e Pratyahara: withdrawal of senses from their external objects.
- f Dharana: concentration of the citta upon a physical object
- g Dhyana: Undisturbed flow of thought around the object of meditation.
- h Samadhi: oneness with the object of meditation. Samadhi is of two kinds (cf. mindfulness and transcendental)

Course at a Glance:

Meeting 1: Lecture: I. Philosophy and History. Overview of Sutras.

Meeting 2: Group Work: Sutra Study and Sanskrit Practice

Textbook(s):

- The Yoga-Sutra of Patanjali: A New Translation with Commentary (Shambhala Classics), Patanjali, Translated, Chip Hartranft
- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 7-9, 42-56)

Additional Resources:

<http://www.swamij.com/yoga-sutras-ch1.htm>

Philos 160: Medieval Age: Hatha & Tantra

Course Description:

Aside from Patanjali's Yoga Sutras, no philosophical movement has had a greater influence on Modern Postural yoga than the Medieval Age influence of Hatha Yoga & Tantra. This class will introduce students to the ideas, practices, texts and context of Hatha and Tantra within the greater field of yoga history and philosophy. Students will gain familiarity with the Hatha Pradipika as well as modern criticism of how Hatha is received and perceived today.

Prerequisite:

Sanskrit 101

Corequisite:

None.

Recommended: Philos 150, 170, 201.

Student Learning Outcomes

Upon completion of this course, students should be able to:

Compare and contrast major ideas of the Hatha Pradipika and other contemporary texts with

Patanjali and Modern Postural Yoga

Discuss recent controversy regarding the work of Mark Singleton and Richard Rosen in examining historical Hatha practice compared to Modern Hatha practice

Define and explain the significance of the following terms:

shiva/shakti/kundalini

prana/ apana

shatkarma

kriyas

chakras

bandhas

shakti

nadis

mudras

Topics Covered:

- I. Philos 160 Medieval Age: Hatha & Tantra
- A. Classical Era, Golden Age of Literature (c. 3rd-8th c. CE)
 1. Tantra= loomings, weavings
 2. from shruti from Shiva, Devanagari type now believed to possess same power as oral syllable
 3. each tantra as a combination of his five universal energies, or shakti: cit śakti (energy of all-consciousness), ānanda śakti (energy of all-bliss), īccha śakti (energy of all-will), jñāna śakti (energy of all-knowledge), kriya śakti (energy of all-action).
- B. Hatha Yoga (philosophy, not modern class title)
 1. Primary Source: Hatha Yoga Pradipika by Svami Svatmarama (c. 15th century CE)
 2. mythological origin
 - a) Shiva told Parvati, but fish (matsya) overheard
- i Matsyendraanaatha
- C. Hatha System
 1. Tantra/ Kundalini (both)
 - a) 6 limbs
 - i asana
 - ii pranayama
 - iii pratyahara
 - iv dharana
 - v dhyana
 - vi samādhi.
 - b) Other characteristics
 - i shatkarma
 - ii kriyas
 - iii chakras
 - iv kundalini
 - v bandhas

vi	shakti
vii	nadis
viii	mudras

Course at a Glance:

I Meeting

Textbook(s):

- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Chapter 6, Pages 230-239, 251-253, 255-258)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Chapter 2, 3, and 8)
- Hatha Yoga Illustrated, Martin Kirk, Brooke Boon, Daniel Di Turo (Chapter 1)

Philos 170: 19th c. -Present and Modern Postural Yoga

Course Description:

At the end of the 19th century the world was in a state of flux. Crosscultural interaction between the East and West created new opportunities for combining ideas and new circumstances for miscommunication and misinterpretation. As gurus came to the United States from India and students from the West began training in the East and then returning to open schools, the idea of a single, authentic Classical Yoga gave way to the many factions and schisms within Modern Postural Yoga today. This class will introduce students to the history of yoga in the Modern Age.

Prerequisite:

None.

Corequisite:

Student Learning Outcomes

Upon completion of this course, students should be able to:

Identify key lineages and significant yoga gurus involved in bringing Yoga to the West

Identify ways in which the yoga tradition changes in the 19th and 20th centuries

Discuss ways in which these changes to yoga tradition have created new complications regarding authenticity and essentialization of yoga in Modern Postural Yoga

Consider how historical factors influence or create controversies or differences in the yoga community today

Formulate well-informed opinions regarding how the history of yoga and lineage informs the student's personal teaching practice.

Topics Covered:

- I. Philos 170 19th-Present Modern Postural Yoga
- A. Krishnamacharya (taught 1924-1989)
 1. Iyengar
 - a) Forrest
 - b) Lasater
 2. Jois
 - a) Vinyasa
 3. T. K.V. Desikachar
 - a) Viniyoga
 4. Indra Devi
- B. Shivananda (1887-1963)
 1. Satchidananda
 - a) Integral
 - i iRest
- C. Bikram
- D. Yoga Therapy, Kraftsow
- E. Yin versus Restorative
- II.

Course at a Glance:

I Meeting

Textbook(s):

- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 11, 12, 14)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Chapter 2)

Philos 201: Current Controversies in Yoga Community

Course Description:

This class will discuss some of the current controversies in today's yoga community ranging from how to address injury, the sexualizing of yoga, the Westernizing of yoga, the role of ego versus “celebrity” yoga, whether yoga is a religious or secular practice, and whether or not there is a need for greater oversight or regulation.

Prerequisite:

None

Corequisite:

None

Student Learning Outcomes

Upon completion of this course, students should be able to:

Feel well-informed about issues facing today's yoga community and teachers

Be able to keep up on current events in the yoga community

Topics Covered:

- A. John Friend, Tantra and Yoginis, Sexualizing Yoga
 - 1. YogiToes and Equinox video
- B. William Broad injury article
 - 1. assorted responses
- C. Yoga Alliance, IAYT, other certification programs
 - 1. potential state oversight, etc.
- D. Westernizing of Yoga
 - 1. Orientalism and Esotericism
 - 2. Scientific Research
 - 3. Commercialization
- E. "Celebrity" Yoga and Ego

Course at a Glance:

1 Meeting

Textbook(s):

- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Pages 18-21, 366)

Additional Resources

William Broad Articles

John Friend Articles

Yogitoes ads, Lasater's letter

Equinox video

Philos 250: Threads of Patanjali and Hatha in Modern Postural Yoga

Course Description:

All serious yoga students are eventually introduced to ideas from Patanjali's Yoga Sutras and Medieval Hatha Yoga texts. However, these ideas are frequently not contextualized, resulting in a confusing

array of mismatched and often contradictory philosophies. This class will review earlier lessons on the Classical Age and Medieval Age of Yoga and invites students to critically examine current yoga treatments of these philosophies. Students will look at modern academic criticism such as passages from recent books on yoga tradition, as well as current yoga articles from varying levels of popular and industry culture, to determine where traditions from Classical and Hatha end and Modern Postural Yoga begins. Students are also encouraged to critically evaluate their own reception of beliefs from the variety of traditions they inherit through their student and teaching lineage.

Prerequisite:

Philos 110

Sanskrit 101

Corequisite:

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Discuss common misconceptions about classical and hatha yoga traditions, including those often propagated within the yoga community
2. Examine their own role in creating yoga tradition
3. Understand both sides of arguments regarding the truth value of written texts versus oral traditions
4. Formulate opinions and beliefs based on principles of svadyaya and jnana yoga

Course at a Glance:

1 Meeting

Textbook(s):

- The Science & Philosophy of Teaching Yoga & Yoga Therapy, Jacqueline Anderson Koay, Theodora Barenholtz (Chapter 2)
- Teaching Yoga: Essential Foundations and Techniques, Mark Stephens (Chapter 1 and 2)
- Hatha Yoga Illustrated, Martin Kirk, Brooke Boon, Daniel Di Turo (Pages 3-21)

Sanskrit 101: Sanskrit pronunciation, transliteration, and common terms

Course Description:

Students will receive an introduction to yoga Sanskrit. Students will learn the basics of pronunciation, be exposed to Devanagari, the script form used to write Sanskrit, and will learn the different ways of transliterating yoga words into English. Students will also learn formal Sanskrit pronunciation of yoga terms and discuss how English pronunciation often varies. Students will also be introduced to

individual words that are often combined to form the names of yoga poses, enabling them to better understand and remember Sanskrit pose names.

Prerequisite:

None

Corequisite:

None

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Understand and explain to students why spelling of pose names varies
2. Generally exercise accurate pronunciation when using yoga terms
3. Be able to recall at least 10 common pose-related words including:

adho

urdvha

mukha

pada

parsva

kona

baddha

parivrrta

4. Be able to understand Sanskrit vowel elision (combining of two words into one) [example: parsva + uttanasana= parsvOttanasana]

Topics Covered:

- I. Sanskrit 101 Sanskrit: Pronunciation, transliteration, common names
 - A. Pronunciation/transliteration
 1. English pronunciation versus classical
 2. keywords glossary (adho, urdvha, eka, pada, parsva, parivrrti)
 3. elision, liason, (whats it called in Sanskrit again?) uttanasana vs. Parva-ttanasana
 - B. Devanagari
 1. vowel sound built in, syllabic not alphabetic
 2. inflected languages and endings

Course at a Glance:

I Meeting

Textbook(s):

None

Additional Resources

Upama Yoga Course Catalog (2013)

Nicolai Bachman CDs