

**School for New Learning**  
**DePaul University**  
**Course syllabus: SW 275 BODY, MIND, SPIRIT: YOGA AND MEDITATION**  
**WINTER Quarter 2010 Loop Campus**  
**Maureen Dolan, Swami Shraddhananda**  
**c/o DePaul University SNL**  
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**Loop Campus**  
**Wednesdays 6 -9 Building and Room - Chapel and Lewis Room 106**  
**2 or 4 credit hours (1 or 2 competencies)**

### **Course Description**

Why are 20 million Americans practicing yoga? This course, BODY, MIND, SPIRIT: YOGA AND MEDITATION, answers that question with an introduction to yoga and meditation techniques and the underlying scientific and philosophical principles of the system of yoga. The first half of each class will be experiential, conducted as a yoga and meditation class for beginners, providing tools to reduce stress, focus the mind, and cultivate inner peace. This first hour and a half will use yoga postures, breathing exercises, and meditation techniques. The second half of each class will use readings, reflection, and discussion to examine the scientific and philosophical knowledge of yoga as a way to ease stress, strengthen the bone and muscle structures, lower blood pressure, increase flexibility and strength, improve mind functioning, and provide spiritual sustenance. We will read *Yoga Mind Body and Spirit: A Return to Wholeness* by Donna Farhi, and the *The Yoga Sutras of Patanjali*, research articles on the scientific studies of yoga's benefits from journals and websites and integrate knowledge of the human body/mind/spirit. Each student will keep weekly reflection journal observations on the changes (s)he notices in himself or herself. This course will refresh, relax, rejuvenate.

Yoga mats and other props will be provided. Bring/wear comfortable clothes (no jeans, belts, dresses). This is a GENTLE YOGA class for beginners - NO PREVIOUS EXPERIENCE is needed. Yoga means to unite or yoke so course will explore the ways to unite body, mind, spirit. This course is designed to 1) help establish good health and well-being; 2) gain scientific knowledge and understanding of the various systems of the human body; and 3) explore the spiritual benefits of meditation. Please note: **PLEASE EMAIL TEACHER BEFORE CLASS BEGINS.**

### **Faculty Biographical Sketch**

Maureen Dolan, Swami Shraddhananda, is an ordained priest and certified Hatha Yoga Teacher, and has taught SNL courses: Women's Voices in Peacemaking; Cooperatives: Building Communities of Peace and Justice; Election 2008: The Whole World is Watching; Global Futures: Oil, Water, War, and Peace; and the Gandhi Non-Violence Travel Course. She is Adjunct Interfaith Chaplain for the University Ministry. She has been teaching yoga and meditation for several years at YMCAs, retreats, workshops, and at DePaul University for over seven years. For over 40 years, she has been engaged in social justice work in the peace movement, union organizing, community coalitions, and women's organizations. She has served as Executive Director of the Chicago Electric Options Campaign, and Executive Director of Women United for a Better Chicago; Assistant Director of the Public Interest Law Initiative; Coordinator of Artemisia Gallery; Recording Secretary for UWA-UE union; Co-Chair of Eighth Congressional District Nuclear Weapons Freeze Campaign; member of Spiritual Life Circle of the Parliament of World Religions; founder of L.S. Housing Cooperative; served on numerous boards of peace and justice organizations; published several articles on peace and justice issues, and is currently working on a book. She graduated from Temple of Kriya Yoga Seminary Program in 1995, concentration on Eastern Philosophy and Comparative Religion and is presently working on PhD in Transformative Studies. Maureen also has two grown sons who work in the social justice arena.

## **COMPETENCIES:**

### **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.)

### **H3F CAN UNDERSTAND THE INTERRELATIONSHIPS AMONG INTELLECTUAL, PSYCHOLOGICAL, SPIRITUAL, AND PHYSICAL 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.

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

### **S2C CAN DESCRIBE, CATEGORIZE, AND EXPLAIN DEVELOPMENT OR CHANGE WITHIN PHYSICAL OR BIOLOGICAL SYSTEMS.**

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

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

### **S3B CAN ASSESS HEALTH CARE PRACTICES BASED ON AN UNDERSTANDING OF THE BIOLOGICAL AND SOCIAL FACTORS THAT CONTRIBUTE TO DEFINITIONS OF HEALTH.**

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

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

**Other competencies may be negotiated: Contact teacher before course begins.**

## **OUTCOMES:**

### **For those with S2C competence:**

1) A basic understanding of human body anatomy, including the various systems delineated in the presentations. 2) The ability to explain the particular system assigned for your competence. 3) Ability to do scientific research into development and change of human systems and the impact of yoga and meditation on these systems. 4) Able to observe changes in one's own body as yoga and meditation are practiced. Activities include: practices in Chapel and at home, discussion in class, scientific research, group work, study of books. Deliverables include: journal reflections, class discussions, 2 peer-reviewed journal articles, presentations on body system, final paper.

### **For those with S3B competence:**

1) Can identify social and cultural factors that interact with human biology to define health; 2) Can use and explain the 8 limbs of yoga to articulate a model for health care; 3) Can name criteria for promotion of health through yoga; 4) Can articulate connections between human biology and yoga as a health care system. Activities include: practices in Chapel and at home, discussion in class, scientific research, group work, study of books. Deliverables include: journal reflections, class discussions, 2 peer-reviewed journal articles, presentations on body system, final paper.

### **For those with H3F competence:**

1) Can define health in holistic way and show how yoga and meditation impact health holistically. 2) Can define psychological, physical, intellectual and spiritual impact of yoga and meditation on oneself and others. 3) Can explain the inter-relationships that contribute to health. Activities include: practices in Chapel and at home, scientific research, group work, discussion in class, study of books. Deliverables include: journal reflections, class discussions, 2 peer-reviewed journal articles, presentations on body system, final paper.

### **For those with A3B competence:**

1) Can use the 8 limbs of yoga and describe the five yamas and five niyamas as ways to explore spiritual. 2) Can compare this model with others from life experience. 3) Will be able to name the underlying assumptions of this model and apply to one's life. Activities include: practices in Chapel and at home, research, group work, discussion in class, study of books. Deliverables include: journal reflections, class discussions, 2 peer-reviewed journal articles, presentation, final paper.

**For all competences: To learn the basics of yoga and meditation in order to live a happier, healthier and more stress-free life; To bring more mindfulness and discipline to all aspects of learning by understanding and using the interconnectedness of body, mind, and spirit; To understand the systems within systems of the human body/mind/spirit complex and ways to promote health. This course is to develop consciousness, clarity, curiosity, creativity, confidence, courage, community, communication, compassion and commitment.**

## **LEARNING EXPERIENCE**

The first hour and a half of each class we will enjoy yoga postures, breathing exercises and meditation techniques in the Chapel. The second half 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. We will read *Yoga Mind Body and Spirit* by Donna Farhi, and the *The Yoga Sutras of Patanjali*, research articles on the scientific studies of yoga's benefits from journals and websites, etc. 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. Besides participation (in postures, breathing, meditation techniques and class discussions), students are required to hand in journals periodically; research peer-reviewed medical/scientific journals for benefits of yoga and meditation; work collaboratively in a group research project and give an oral presentation in class of system of body; partake in a yoga or meditation class elsewhere for comparison and write about it; and submit a final paper. Presentations are constructed around one competence with questions to elicit learning on that competence. Final papers address the second competence.

### **Required Reading & Resource Materials (may be amended):**

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

*Yoga Sutras of Patanjali* translated by Alistair Shearer Bell Tower (Crown Publishing group) New York 1982 ISBN 0-609-60959-9 American edition 2002

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

**Suggested readings:** See last page

### **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 of our ten week course will not have met the requirements for a passing grade.

### **Course Requirements**

Participation includes: attend class weekly, practice at home, and read assigned texts; Write at least four paragraphs per week in journals as reflections on first part of class and readings and entries done at home. Journals are required and will be handed in periodically. In the first few weeks of the course, participate in another yoga or meditation class to see what is the same and what is different and write about it in your journal. Find two scientific articles from peer-reviewed medical journals about the health benefits of yoga and/or meditation and report on them in class. Find a prayer of peace in your faith tradition or a poem or inspirational paragraph that speaks to your particular values and bring it in to class to share. Work in cooperation with other students to research body system and give one oral presentation to class of one system of body and yoga postures that give benefits to it. One paper is required: 5- 7 page final paper.

### **Academic Integrity**

It is expected that all students will adhere to DePaul University's policy on academic integrity. The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: a) The direct copying of an source, such as written and verbal material, computer files, audio disks, video programs, or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. C) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. D) The paraphrasing of another's work or ideas without proper acknowledgment." Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ASK!

### **Evidence Students Will Submit:**

- 1) **Attend class on time** and participate. Two absences may lower your grade to a B or C depending on quality of your work, three absences to failure. Zero absences or one excused absence means you are striving for an A or B depending on quality of work.
- 2) **Visit/participate in another yoga/ meditation class** once in the first TWO or THREE weeks of class and write about it in journal.
- 3) **Research two articles** about the health benefits of yoga or meditation and bring in for class discussion to 4<sup>th</sup> class. These **MUST** be from peer-reviewed journals of a scientific nature. Ask for help from librarian if you need to and bring a copy of the **FIRST PAGE** for teacher and keep a copy for yourself. These articles will be discussed in class at 4<sup>th</sup> class and should serve you in doing your final paper OR in doing your presentation OR in addressing an ailment you have OR all of these.
- 4) **Prepare for presentation** with your group. Presentations are divided up by competence. You will be given class time in 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> week but you should also be in contact by email and/or phone with members of your group. Presentations will be given in 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> weeks **ONLY**. After your presentation is done, send an email reflection on how well you learned, how it was to work in cooperation with others, and how well you think your group presentation went.

- 5) **Practice a few moments** each day - some in morning and some in evening. Use yoga poses, breathing techniques, and meditation methods.
- 6) **Write in your journal** after each Chapel session. Be generous, not stingy in your writing; at least 10 dated entries of at least 4 paragraphs for each entry are required. Write in your journal after visit to another yoga class. Write in your journal about your practices at home. Write in your journal after reading the assignments. You will hand in your journals at 5<sup>th</sup> week of class. Part of your journal is the email you send me after your presentation too.
- 7) Bring a **prayer or inspirational selection** to share with class. Two volunteers are needed for each class.
- 8) Read over your competencies to make sure you are addressing them in your work.
- 9) As soon as your presentation is done, begin your **final paper**. For those with two competencies, your final paper addresses the competence you did NOT work on in your presentation and it must be 5-7 pages. For those with one competence only in this course, you will choose a topic to delve into more deeply for your one competence and your paper is 3-5 pages. Those who have difficulty in writing should contact the Writing Center online or in person.
- 10) You will be **reading 2 books** thoroughly so please keep up with assignments. Both the Farhi book and the *Yoga Sutras of Patanjali* will help you understand yoga and meditation, so please study them. Both books will help you with presentations and papers. Both books will help you in life.

**Writing Help:** For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.

### Criteria for Assessment

Grades will be determined by the following criteria:

Class attendance, participation in assignments, journal reflections	34%
Collaborative work and research - oral presentations	33%
Final paper	33%

### Written Work will be evaluated as follows:

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues as hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas., grammar, and spelling; may indicate that student has not done reading assignments or research thoroughly.

### PASS/FAIL

If a student wants a Pass/Fail, teacher must be notified by SECOND Week and not later.

### INCOMPLETE

Unfinished work or work requiring revision will be given an Incomplete grade with proper procedures followed and at the initiation of the student. In order to qualify for the IN, students must have regularly attended class, and must have completed three- fourths of assignments. Application for Incomplete must be made in writing to teacher by 9<sup>th</sup> week of class.

### ACCOMODATIONS

Students who may need an accommodation based on impact of a disability should contact the instructor privately to discuss specific needs. All discussions remain confidential. For further information, contact the Office for Students with Disabilities 773-325-7290 and/or the Chronic Illness Initiative at [cii@depaul.edu](mailto:cii@depaul.edu).

## Course Schedule

### Week 1 – Wednesday January 6 First Class

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

### Week 2 – Wednesday January 13 Second Class

- \* Savasana, Sun Salutation, Head to Knee, Staff pose, Twists
- \* Ujjaya breathing, Meditation: Bubble thoughts
- \* In class reflective journal writing
- \* Break
- \* Large group discussion/Small group discussions about oral presentations +++see below
- \* Assignment for Week 3 -Read and Study Part II The Seven Moving Principles (22-47)  
Various websites and other handouts  
And find in book the poses we did in class to study  
Practice at least two poses, breathing, meditation 10 min a day  
**Write in journal**

### Week 3 – Wednesday January 20 Third class

- \* Savasana, Star and Squat, shoulder and neck poses, Partner poses
- \* Kapalabhati breath, Meditation: Loving Kindness
- \* In class reflective journal writing
- \* Break
- \* Small group discussions about oral presentations +++see below
- \* Report on other classes attended  
Next week: **Bring in 2 articles about benefits of yoga and/or meditation**  
(Must be from peer-reviewed scientific journals)  
Continue studying Farhi's book pages 47-80  
Practice at least two poses, breathing, meditation 10 min a day  
**Write in journal**

### Week 4 - Wednesday January 27 Fourth class

- \* Savasana, Triangle, Umbrella pose, Butterfly,
- \* Kapalabhati breath, Meditation: Neti, Neti, Neti
- \* In class reflective journal writing
- \* Break
- \* **Report on articles**
- \* Small group discussions about oral presentations +++see below
- \* Report on other classes attended
- \* Assignment for Week 5 - **write in journal --Hand in journals next week**  
Continue studying Farhi's book 84-130  
And find in book the poses we did in class to study.  
Practice two poses, breathing, meditation 10 min a day  
**PREPARE FOR PRESENTATIONS**

WEEK 5 –Wednesday, February 3 Fifth class

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

Week 6 Wednesday February 10 Sixth Class

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

Week 7 Wednesday February 17 Seventh Class

- \* Savasana, warrior poses (Virabradasana I and II), Prasarita Padottanasana
- \* Chakra Meditation and Sitali breath
- \* Break
- \* Small group oral presentations and discussion of Yoga Sutras
- \* Assignments for Week 8 - Read *Yoga Sutras*  
**Work on final paper**  
Find in book the poses we did in class to study. Practice 10 min a day.

Week 8 – Wednesday February 24 Eighth Class

- \* Savasana, warrior poses, Parsvattanasana
- \* Healing Journey Meditation
- \* Break
- \* Discussion of Yoga Sutras
- \* **Paper exchange - read partner’s paper**
- \* Assignments for Week 8 - - Read *Yoga Sutras*  
Various websites and other handouts  
And find in book the poses we did in class to study.  
Practice two poses, breathing, meditation 10 min a day  
**Work on your final paper-Paper due in class next week**

Week 9 – Wednesday March 3 Ninth Class **PAPER DUE**

- \* Yoga partner postures, Meditation: Sound Bath
- \* Break
- \* Large group discussion - Yoga Sutras
- \* **PAPER DUE TO TEACHER**
- \* Assignments for Week 9 - Read *Yoga Sutras*  
And find in book the poses we did in class to study.  
Practice two poses, breathing, meditation 10 min a day

Week 10 – Wednesday March 10 Tenth Class

- \* Sun Salutation, Warrior poses, ceremony, Meditation: Who Am I?
- \* Break
- \* Large group discussion - Yoga Sutras
- \* Evaluation of course and teacher
- \* **Return of papers**

+++Oral presentations:

Class will be divided into groups of 3 people. Each small group will work together to give a 30 minute presentation in class on one of the following:

1) Cellular system; 2) Fluid system; 3) Muscle system; 4) Skeletal system with emphasis on spinal column 5) Organ system; 6) Endocrine system; 7) Focus of Mind/Psychology/Nervous system

Each oral presentation will include:

- 1) Drawings of the system with appropriate parts named and displayed; explanation of working of system; explanation of importance of the system in yoga; demonstrations of 3 poses that benefit this system. Answer questions specific to your group (see other handout).
- 2) Equal division of labor so that every person contributes in research, exchange of communication with own group, presentation, and demonstration of pose.
- 3) Must give citations for all work presented. No unintentional (or intentional) plagiarism, please.

**PLEASE NOTE:** Your group dynamics in presentation groups are part of understanding yoga and the interdependence of body, mind, spirit. Shared information on research, clear and regular communication with members of your group, and cooperative attitudes are necessary for high quality presentations.

### **Suggested readings:**

Baggaley, A.(Ed). *The Human Body: An Illustrated Guide to Every Part of the Human Body and How it Works*. NY: Dorling Kindersley, 2001.

*Bhagavad Gita*, trans. Swami Prabhavananda and Christopher Isherwood. New York: New American Library, 1944.

Blaine, Sandy. *Yoga for Healthy Knees*. Berkeley, CA: Rodmell Press, 2005.

Blaine, Sandy. *Yoga for Computer Users*. Berkeley, CA: Rodmell Press, 2008.

Chaudhuri, Haridas. *Integral Yoga: The Concept of Harmonious and Creative Living*. Wheaton, IL: Quest, 1965.

Chodron, Pema. *The Places that Scare You: A Guide to Fearlessness in Difficult Times*. Boston: Shambala Publications, 2001.

Christ, C. *She Who Changes*. New York: Palgrave Macmillan, 2003.

Dear, John (Ed). *Mohandas Gandhi: Essential Writings*. Maryknoll, NY: Orbis Books, 2005.

Desikachar, T.K.V. *The Heart of Yoga: Developing a Personal Practice*. Rochester, VT: Inner Traditions International, 1995.

Eck, Diana. *A New Religious America*. San Francisco: HarperCollins, 2001.

Eisler, R. *The Power of Partnership*. Novato, CA: New World, 2002.

- Farhi, Donna. *The Breathing Book: Good Health and Vitality Through Essential Breath Work*. New York: Henry Holt and Co., 1996.
- Farhi, Donna. *Bringing Yoga to Life: The Everyday Practice of Enlightened Living*. New York: HarperCollins, 2003.
- Feurstein, George. *The Yoga Tradition*. Prescott, AZ: Hohm Press, 2001.
- Hanh, Thich Nhat. *Anger: Wisdom for Cooling the Flames*. New York: Riverhead Books, 2001.
- hooks, bell. *All About Love*. New York: William Morrow and Co., 2000.
- Huther, Gerald. *The Compassionate Brain: How Empathy Creates Intelligence*. Boston: Shambala Publications, 2004.
- Susan Awbry et al (Ed.) *Integrative Learning and Action*. New York: Peter Lang Publishing, 2006.
- Iyengar, B.K.S. *Light on the Yoga Sutras of Patanjali*. London: Harper Collins, 1996.
- Iyengar, B.K. *Yoga: The Path to Holistic health*. NY: Dorling Kindersley, 2001.
- LeShan, Lawrence. *How to Meditate*. Boston: Little, Brown, and Co., 1974.
- Macy, Joanna. *World as Lover, World as Self*. Berkeley, CA: Parallax Press, 2007.
- Maturana, Humberto and Varela, Francisco. *The Tree of Knowledge: The Biological Roots of Human Understanding*. Boston: Shambala, 1998.
- Rinpoche, Sogyal. *The Tibetan Book of Living and Dying*. New York: HarperOne, 1992.
- Schiebinger, Londa. *Has Feminism Changed Science?* Cambridge, MA: Harvard University Press, 1999.
- Shepherd, Linda. *Lifting the Veil: The Feminine Face of Science*. Boston: Shambala Press, 1993.
- Small, Eric and Fishman, Loren. *Yoga and Multiple Sclerosis*. New York: Demos Medical Publishing, 2007.
- Sparrowe, Linda. *The Woman's Book of Yoga and Health*. Boston: Shambala Publications, 2002.
- Spretnak, C. *Resurgence of the Real: Body, Nature and Place in a Hypermodern World*. New York: Routledge, 1999.
- Stone, Merlin. *When God Was a Woman*. New York: Harcourt Brace, 1976.
- Teasdale, Wayne. *The Mystic Heart*. Novato, CA: New World Library, 1999.
- Teasdale, Wayne and Howard, Martha, M.D. (Eds.) *Awakening the Spirit, Inspiring the Soul: 30 Stories of Interspiritual Discovery in the Community of Faiths*. Woodstock, VT: Skylight Paths Publishing, 2004.
- The Dalai Lama, *The Four Noble Truths*. London: Thorsons, 1997.

This only gives a taste of what is available. Several of these authors have published numerous books to explore. In addition, there are several excellent biology books and I will bring in a couple for people to look over. I look forward to your suggestions as well.

