

## Traditional Indian Medicine: Theory and Context

ASIA 3010 Online Seminar

(3 Credits)

India: Traditional Medicine and Healthcare Practices

*This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.*

### Course Description

The three-week online seminar, *Traditional Indian Medicine: Theory and Context*, provides a framework for the investigation of several traditional health care systems by examining some of India's basic social, economic, cultural and legal paradigms. It considers India's rich and ancient philosophical traditions that include theories of health, healing, and medicine. These traditional health care systems are both widely practiced and receive government support today. The course introduces students to the origins of these wellness theories and systems, through online lectures, readings, videos, assignments and group discussions. The primary focus is on the systems of Ayurveda, Yoga, i, and ethnic-traditional healing practices in the Himalayas. Several fundamental questions form the academic themes that run through the course:

- How are health and well-being defined and situated within differing socio-cultural and religious worldviews?
- How does "science" fit into the frameworks for systems of traditional medicine in India?
- How do conceptions of health and healing reflect epistemological and psychological truths for communities or social groups?

With a population of over 1.3 billion, the modern nation of India contains a great diversity of indigenous, tribal, refugee, and ethnic minority groups who continue to follow systems of traditional healing. Students are asked to consider how uneven access to modern health care may affect the sustainability of some of these systems and how religious, cultural and social systems both support and resist the long-term viability of traditional healing systems. By considering issues of globalization, India's modern development agenda, and environmental changes, the course explores the pressures on traditional health systems as well as their resurgence and growth both in India and abroad.

### Learning Outcomes

Upon completion of the seminar, students will be able to:

- Identify and understand India's major systems of traditional health and trace their historical and theoretical roots;
- Analyze the concept of "holistic health" and discuss its significance in diverse Indian/ Asian philosophical perspectives;
- Critically appraise approaches to healthcare in traditional and allopathic paradigms in India.;

- Situate India's traditional healthcare practices in the global context;
- Discuss the intersections of globalization a modern development agenda and environmental change with traditional health and medicine practices in northern India.

## Course Requirements

The seminar engages students in a variety of learning activities including online lectures, facilitated discussions, analytical writing assignments, and student oral presentations.

## Summer Schedule Overview

### Week One: Program Orientation and introductory classes

Lecture topics include: Introduction to India; Health care in India, Introduction to traditional health; defining "holistic;" philosophy and well-being in the Indian context; Concept of life, health, disease and healing in Tibetan Buddhism

### Weeks Two – Introduction to Yoga and Ayurveda

Lecture topics may include: Introduction to Yoga; Body, mind and spirit connection; Praanayama; Hath yoga and spiritual health practices.

### Week Three

Lecture topics may include: Introduction to Ayurveda; Concept of physical, mental and spiritual health; Theory of three humors in Ayurveda; Herbal medicine and revitalization; and *Panch karma*.

## Readings

Capila Anjali. *Traditional Health Practices of Kumaoni Women, Continuity and Changes*. New Delhi: Concept Publishing Company, 2004.

Indal Rakesh. *Philosophy of Nature Cure, Science of Natural Life*. Arogya Sewa Prakashan, Modi Nagar, UP, 2010.

*National Policy on Indian Systems of Medicine & Homoeopathy-2002*, AYUSH Section, Ministry of Health & Family Welfare, Government of India, New Delhi.

Palep H.S. "Chemistry of Life in Ayurveda," *Scientific Foundation of Ayurveda*. New Delhi: Chaukhamba Sanskrit Pratishthan, 2004.

Singh R.H. , Sharma P.V. *Panchakarma Sarira, Panchakarma Therapy*. New Delhi: Chaukhamba Sanskrit Pratishthan, 2010.

Singh R.H. *The Ancient Concept of Yoga, The Foundation of Contemporary Yoga & Yoga Therapy*. New Delhi: Chaukhamba Sanskrit Pratishthan, 2009.

## Seminar Faculty, Advisors and Resource People

**Academic Director:** Dr. Azim Khan

**Academic Coordinator:** Abid Siraj

## Faculty

Dr Ashutosh Guleri, Head of the Department, Ayurveda and Panch Karma, Kayakalp, Himalayan Research Institute for Yoga and Naturopathy, Palampur, Himachal Pradesh

Dr Malvika Badyal, Physician and Panch Karma Specialist, Kayakalp, Himalayan Research Institute for Yoga and Naturopathy, Palampur, Himachal Pradesh

Dr. Rajeev Prasad Bijalwan MD (Ayurveda) and MA in International Health Management and Development; Research Coordinator, Himalayan Institute of Medical Science, Uttarakhand

Mr Vivek Badoni, Yoga Teacher and Practitioner, Rishikesh, Uttarakhand

### Evaluation and Grading Criteria

All assignments should be typed and double-spaced. Spelling and grammar are part of grading criteria; careful proofreading and editing are essential parts of the writing process. Please note, *description is not analysis*. While there is a place for description of people, events or organizations in your assignments, be aware that extensive description is not a substitute for critical analysis based on independent thinking and understanding. The more your writing reflects synthesis of theory, observation and reflection, the more successful your work will be.

### Assignments

Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth of understanding, argumentation and presentation of evidence.

Short Weekly Quizzes	25%
Traditional Health Practices Paper - Written	50%
Discussions and Participation	25%

#### Short Quizzes – 25%

Throughout the seminar, short quizzes consisting of multiple choice and short answer questions will be given, based on content from assigned readings, and lectures. Short answers will be evaluated based on accuracy of information, evidence of reflection on relevant program themes as applied to the topic at hand, and clarity of presentation.

#### Traditional Health Practices Paper – 50%

First two-weeks of the online seminar forms the basis of this paper.

Students will choose one of the topics related to a lecture or discussion on traditional health care practices. Once paper topic/question is finalized in consultation of the Academic Director, students are expected to do secondary research and right an argumentative 8-page double space typed paper.

The goal of the paper is to demonstrate the students' understanding and synthesis of traditional healing and health practices in India through discussion and analysis of a case study. Successful completion of the paper requires a thorough discussion of the topic of choice, including a socio-economic and cultural dimension of analysis. Students are required to use a minimum of eight secondary sources to evidence their arguments. It is expected that the paper will be **rigorously edited** so that it exhibits the following attributes: freedom from grammatical errors and typos; compliance with a standard format of citation for secondary sources; and, most importantly, concise and logical argument.

#### Discussions and Participation – 25%

The seminar includes classroom-based lectures and student and faculty-led discussions – 15%.

Each student is required to lead at least one weekly synthesis discussion session on a specific reading or seminar activity during the course. Discussion leaders are expected to demonstrate a level of understanding of the material that enables them to facilitate group analysis of key themes and ideas. Students are expected both to attend all synthesis activities and also to engage actively through questions and keen observations.

All seminar lectures and discussions are mandatory, and students must discuss planned absences with the Academic Director before their absence.

**Participation is not the same as attendance – 10%.** All students are expected to participate fully in all aspects of the seminar. Students are expected to complete the required reading in a timely fashion, and to demonstrate their understanding of texts through reflection, writing, and discussion.

Participation includes active involvement in lectures, readings, and discussions using the following criteria:

- Attendance - promptness to class and positive presence in class;
- Active Listening - paying attention in class and, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, note-taking;
- Involvement in Discussions - either in small or large groups, sharing knowledge and information. This means speaking up if you usually don't, and allowing others to speak by not dominating class discussions;
- Group Accountability - participates positively as a part of a group during classes;
- Respect - culturally appropriate interaction with hosts, SIT program staff, and SIT lecturers.

***Late papers will be marked down one step (B- to C+, e.g.) for each day they are late.***

### **Grading Criteria**

All grades assigned will take into account the special circumstances and challenges of students in a foreign country. An "A" grade for an assignment entails superior (not just "very good") performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and the provision of factual, numerical and/or historical evidence. In terms of Class Participation, an "A" grade refers to full attendance, punctuality, attentive listening and active engagement in all academic seminar lectures, discussions, and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the students' participation will be monitored and taken into account.

### **Grading Scale**

The grading scale for all classes is as follows:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
Below 64	F

## **Expectations and Policies**

Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.

Have assignments completed on schedule, , and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.

Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak

Attendance. All students are required to attend all lectures and to participate in all weekly discussion and analysis sessions.

Participation. Participation is not the same as attendance. All students are expected to participate fully in all aspects of the course. This means asking pertinent questions to the course's guest lecturers, engaging in discussion and analysis during lectures, and group discussions. Students are expected to complete the required reading in a timely fashion, and to demonstrate their understanding of texts through reflection, writing, and discussion.

**Please refer to the SIT Study Abroad handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.

**Disability Services:** For information about and support from Disability Services (DS) to facilitate an accessible educational experience, please contact [disabilityservices@sit.edu](mailto:disabilityservices@sit.edu) or +1-802-258-3390. Additional information regarding SIT Disability Services can be found on the DS website at: <http://studyabroad.sit.edu/disabilityservices>.