Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Herberger Institute</th>
<th>Department</th>
<th>School of Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>DCE</td>
<td>Number</td>
<td>303</td>
</tr>
<tr>
<td>Is this a cross-listed course?</td>
<td>No</td>
<td>If yes, please identify course(s)</td>
<td></td>
</tr>
<tr>
<td>Is this a shared course?</td>
<td>No</td>
<td>If so, list all academic units offering this course</td>
<td></td>
</tr>
<tr>
<td>Course description:</td>
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</tbody>
</table>

Requested designation: Social and Behavioral Sciences-SB
Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
☒ Signed General Studies Program Course Proposal Cover Form
☒ Criteria Checklist for the area
☒ Course Syllabus
☒ Table of Contents from the textbook, and/or lists of course materials

Contact information:
Name: Jacob Pinholster Phone: 480.965.9547
Mail code: 2002 E-mail:

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Jacob Pinholster Date: 2/16/13
Chair/Director (Signature): 

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
Proposer: Please complete the following section and attach appropriate documentation.

## ASU--[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
</tr>
</tbody>
</table>
| ☒   | ☐  |   | ● ANTHROPOLOGY  
   |     | ● ECONOMICS  
   |     | ● CULTURAL GEOGRAPHY  
   |     | ● HISTORY  |
| ☒   | ☐  | 3. Course emphasizes:  
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).  
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). | Course Syllabus and Reading List |
| ☒   | ☐  | 4. Course illustrates use of social and behavioral science perspectives and data. | Course Syllabus and Reading List |

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course advances a basic understanding and knowledge about human interaction.</td>
<td>1. The Body Condition(ed) class approaches the subject matter of conditioning utilizing sociologist Chris Shilling’s dialectical approach. Specific to body conditioning Shilling’s dialectical approach emphasizes that a historic, geographic, and socially situated understanding of conditioning principles is necessary; that conditioning is a two-way street with social influences affecting individuals and individuals affecting these influences; what is currently available in terms of conditioning is reflective of current society; and that personal habits of conditioning can be changed by realigning personal practices.</td>
<td>1. The class reads Shilling after being introduced to the progression of sociology’s viewpoint on the body. Shilling’s dialectical approach allows for the empirical evidence of science regarding the body because this information is necessary in order to situate the body historically. Also empirical scientific evidence is sociologically driven and allows the student to analyze for the geographical intellectual landscape science imposes on the body. Ultimately the empirical view facilitates comprehension of current societal trends. Shilling’s approach also calls for the embodied perspective—a view that advances Shilling’s fourth aspect of the dialectical approach – facilitating personal change. Thus, the student learns</td>
</tr>
</tbody>
</table>
valuable information about the conditioning pillars and principles from both historic and empirical evidence in order to affect personal change. It is hoped that this change can manifest in more awareness of how to effectively utilize what is currently available in the conditioning marketplace and/or in furthering student’s awareness of the dynamic between self and society.

| 2. Course content emphasizes the study of social behavior | 2. DCE 303 class content emphasizes the study of social behavior in three ways. First, the social theories presented in the first few weeks provide the class with tools that hammer out a social understanding of conditioning behavior. Second, the readings situate social behavior in the fitness communities through addressing distinct aspects of the social contexts where conditioning takes place, i.e. fitness spaces, gender identity created by fitness practice, and the dynamics and diversity of the body’s physical capital in society. Third, social behavior is the subject of inquiry when students attempt primary research in the comparative | 2. Students use these sociological conceptual tools to study social behavior in conditioning throughout the class: in weekly blog posts; to analyze a personal fitness regime; in comparative social analysis of three fitness gyms and in the creative project that focuses the student to take a creatively present an in-depth understanding of a single sociological conceptual tool. |
### Course Emphasizes the Distinct Knowledge Base of the Social and Behavioral Sciences

3. The distinct knowledge base of the social and behavioral sciences when it comes to the conditioning body is rapidly increasing. Students are introduced to the forefront in sociological analysis of the conditioned body through the work of Markula, Elling & Janssens, Maguire, Phillips, Duncan and others. In addition, the seminal theories of Bourdieu (habitus & physical capital) as a way to understand bodily conditioning practices and Foucault (micro-power, panopticon & technologies of the self) as a way to process the situatededness of the conditioning body are also used. The social and behavioral sciences study of the body itself is also situated in this class by way of mapping the intellectual genealogy of inquiry into the body found in sociological research.

### Course Illustrates the Use of Social and Behavioral Science

4. The use of social and behavioral perspectives is illustrated perhaps most in the diversity of the readings taking the student into articles from sociological journals. The student builds on these illustrations creating sociological conceptual tools to unlock the social perspective. It is the aim of this instructor that the student actively engages with these social and behavioral perspectives throughout the class in all areas of class

### Analysis of Three Fitness Gyms

3. Students interact and engage in active learning about this socio-behavioral knowledge base weekly through blog posts. Students will have a record of their intellectual journey into this knowledge base that becomes one aspect of the summary questionnaire in that the student can then perform analysis on both self and others in order to situate self and others within distinct social behavioral groups by semester end. Developing this socio-behavioral eye of the student is further emphasized in both the fitness regime and fitness gym analysis assignments. Students after creating a personal fitness regime will analyze it using the sociological conceptual tool of their choosing. It is hoped this self-analysis gives students greater insight into personal social behavior. Exploring a group dynamic occurs in the fitness gym analysis where students following a formatted guide based on anthropological inquiry of participation-observation techniques write a report to synthesize comparative analysis of these three locations.

### The Class Blog Provides a Weekly Continual Opportunity

4. The class blog provides a weekly continual opportunity for each student to actively construct and deconstruct personal understandings of the social and behavioral perspective of body conditioning from the
interaction with the goal of providing resources to affect personal change when necessary and appropriate in the personal habitus of conditioning practices. readings and powerpoints. Allowing the blog to be open to all means that students can read each other’s ideas both deepening and broadening personal understanding of the social and behavioral perspective on body conditioning. Through the class blog students develop and hone their understanding of a socio-behavioral perspective that can then be applied to participant-observation inquiry into comparative analysis of three fitness gyms. This small attempt at primary research by the student allows the student to use these sociological conceptual tools in order to create new knowledge for the student. Analysis of the personal fitness regime by the student provides an inroad to personal socio-behavioral practices in the conditioning field. Through all this analysis the final creative project based on one sociological conceptual tool brings the socio-behavioral journey to a culmination giving students a way to consolidate their use of social and behavioral
| | | perspectives in the hopes of furthering their knowledge after class comes to an end. |
Course Description: Whatever movement practice one engages in one thing is for certain- the body is key- and that body is a social body. DCE 303 The Body Condition(ed) is an online class that takes a sociological approach to the study of current society’s fascination with conditioning the body. Current emphasis from sociologists such as Bryan Turner and Chris Shilling call for both more research into bodily practices, as well as increased use of the embodied perspective. Shilling has developed a dialectical approach to the study of the body combining the social with the personal. DCE 303 approaches body conditioning through the lens of Shilling’s dynamic. DCE 303 begins with introducing sociological conceptual tools from theorists such as: Mauss, Foucault, Bourdieu, Shilling, and Heinemann. The class continues with defining the pillars and principles of conditioning, addressing social space, the consumption of fitness, body image, and finally students wrestle with the question what is left out of the current social trend of conditioning. The area of fitness and conditioning the body is complex and diverse when taking a sociological perspective and requires some interdisciplinary ventures. Thus, with the understanding that a sociological perspective allows for distinct points of reference, the pillars of conditioning are addressed first from the historical view and intermittently with empirical evidence. The historical view demonstrates the intellectual development of what society has viewed as the fit body and follows Shilling’s dialectical approach to posit definitions as situated within historical social trends. Second, empirical scientific evidence is provided when necessary and appropriate for two reasons: first to inform the sociological perspective by completing a geographical intellectual landscape of study into the body, and additionally because the health and safety of students undergoing body conditioning is a major concern in the School of Dance. Information according to current standards of physical evidence informs the student on aspects of injury prevention and can assist in fulfilling Shilling’s fourth aspect of the dialectical approach- that personal change is possible through realignment of bodily practices.

A weekly blog engages students on a continual basis with sociological journal articles and theories; defining a personal fitness regime and then self-analysis of that regime gives the student the opportunity to reflect on personal social influences that form a personal body conditioning habitus; comparison of three fitness gyms informs the student through a participant-observation mode of inquiry about social conditioning practices; and finally the creative project on a single sociological conceptual tool encourages the student to (re)view, (re)visit, and (re)envision a single tool for depth of understanding.

Pre-requisite: Must have completed ENG 101/107 and ENG 102 with a grade of C or higher or are concurrently enrolled.

Instructor: Dr. Cynthia Roses-Thema
cynthia.roses-thema@asu.edu
Learning Outcomes

1. To advance a basic understanding and knowledge about social interaction through study of bodily conditioning practices using the lens of Shilling’s dialectical approach.
2. To emphasize the study of social behavior in body conditioning practices by providing students with sociological conceptual tools from the theories of Bourdieu, Foucault, Heinemann, and others.
3. To emphasize the distinct knowledge base of the social and behavioral sciences of the body in order to situate current bodily conditioning practices by providing historical and empirical contextualization of information on the body.
4. To illustrate the use of social and behavioral science perspectives through a diversity of sociological journal articles addressing topics such as social space, the consumption of fitness, and body image.
5. To question what is left out of current body conditioning practices in order to look towards the future of body conditioning.

Course Content Outline

A lesson week goes from midnight Thursday to the following Wednesday 11:59 PM. Please refer to this course content outline throughout the semester. Exceptions: Weeks 8 & 9, 14 & 15 are exceptions. Please make a note of all class deadlines.

Lesson One- Introduction and Class Overview- Deadline August 29, 11:59 PM
a. Introduction to Mauss who brought the body to sociological attention
b. Introduction to Heinemann with four distinct avenues of inquiry into body as a social fact

Lesson Two- Sociology and the Body Part 1 Deadline September 5, 11:59 PM
a. Foucault’s concept of micro-power
b. Bourdieu’s concept of habitus

Lesson Three- Sociology and the Body Part 2 Deadline September 12, 11:59 PM
a. Bourdieu’s concept of physical capital
b. Shilling’s dialectical approach to the study of the body

Lesson Four- Pillars of Conditioning/ Principles of Training / Muscle tissue Deadline September 19, 11:59 PM
a. Historical references used to demonstrate societal change in idea of what is fit
b. Current pillars of conditioning and principles of training presented and defined
c. Muscle Tissue

Lesson Five- Strength Deadline September 26, 11:59 PM
a. Historical focus on Jack LaLane and Charles Atlas as past promoters of personal strength
b. Muscle dysmorphia- details surrounding a disorder of too much muscle through the work of Esco et al.

Lesson Six- Flexibility Deadline October 3, 11:59 PM
a. Empirical evidence on what works and what doesn’t in order to obtain flexibility
b. Students view videos of extremely flexible individuals and use a sociological tool of their choice to answer the question- can you be too flexible?
Lesson Seven - Endurance: Muscular and Cardiorespiratory Deadline October 10, 11:59 PM
a. Students analyze the Livestrong.com website for both above conditioning pillars with personal choice of sociological tools

Lesson Eight - Injury Prevention Deadline October 24, 11:59 PM
a. Students provided with information on injury prevention, view videos, and seek out injury prevention techniques pertaining to personal issues and concerns

Lesson Nine - Consuming Fitness Deadline October 24, 11:59 PM
a. Students discuss the social role of personal trainers using the work of Jennifer Smith Maguire
b. Students read Barbara Phillips work on the culture of working out, an article that uses sociologist Arthur Frank’s typology of the body in action as a means of analysis

Lesson Ten - Fitness and Social Space Deadline October 31, 11:59 PM
a. Using Caroline Fusco’s “Cultural Landscapes of Purification” students are introduced via spatial ethnography to issues of whiteness in constructing social space
b. Awareness broadened to the gay and lesbian access to fitness space as discussed through Elling & Janssen’s article/study

Lesson Eleven - Body Image Week 1 Deadline November 7, 11:59 PM
a. Look at issues of aerobicizing the ideal male and female body through the work of Loland
b. Gender Identity in male and female bodybuilders in the work of Wesley

Lesson Twelve - Body Image Week 2 Deadline November 14, 11:59 PM
a. Social alienation regarding Female Bodybuilders through the work of Roussel & Griffet
b. Using Foucault’s technology of the self’ Markula argues for female participation in sports as transformative

Lesson Thirteen - Body Image Week 3 Deadline November 21, 11:59 PM
a. British study on self-objectification for men who bodybuild by Hallsworth et al.
b. Male body image and the media addressed through the work of Jonason et al.

Lesson Fourteen - Course Review/What’s Left Out? Week goes from Monday November 26 to Sunday December 2, 11:59 PM Deadline
Opportunity for students to select material to present on the gaps

Lesson Fifteen - Creative Projects on Sociological Conceptual Tools Week goes from Monday December 3 to Monday December 10 11:59 PM Deadline

Assignments
Please make sure you note all deadline dates provided below in assignments on your personal calendars.

Weekly Work/Blogging 50%: Each week located in the weekly work folder on Blackboard you have to fulfill the following obligations to obtain credit:

• Download the lesson powerpoint and the vocal accompaniment. View powerpoint as you listen to the vocal accompaniment.
• Download and read the assigned text(s) when applicable.
• Blog Directions:
  Why a blog? To keep you connected to creating an online community you have a weekly blog. The weekly blog also demonstrates that you have viewed the powerpoint, listened to my vocal and done the readings.
  What do I write about in my blog? When no other instructions are given in the lesson powerpoint you are to post two comments of 7-10 sentences each in a weekly
class blog. One comment is in response to the readings another comment is a response you have to the powerpoint information. Sometimes in the readings and/or powerpoints there will be questions/comments for you to reflect on. When questions/comments are present, you are to use them as prompts for you to write in the blog. Otherwise at times throughout the course specific instructions found in the weekly powerpoint will be given for your two blog entries of 7-10 sentences each.

**What is the blog deadline?** Deadline for the blog entries is Wednesday of each lesson week 11:59 PM.

*Please note that to obtain full credit for a particular blog entry you need to write the appropriate amount of text (7-10 sentences) and fulfill any other requirements for that particular week. If you do not fulfill these requirements you will NOT receive credit for that particular blog. Partial credit is NOT an option.*

**Fitness Gym Report 25%:** You are to compare and contrast three fitness gyms for specific items outlined in the fitness gym report assignment found on Blackboard. These items will require you to write with thick description information on the layout, population, and social behaviors you find in the gym. Also you will be required to find ways to process what you observe by connecting your observations to theories of Mauss, Bourdieu, Foucault and others to formulate personal conclusions. A form is provided for you to collect data. Deadline for report is the deadline for Lesson Twelve **November 14 11:59 PM.**

**Personal Conditioning Plan 15%:** You will create a two-week conditioning plan for yourself. Instructions are on Blackboard. Hand in your personal conditioning plan for assessment by the deadline for Lesson 10 **October 31 11:59 PM.**

**Creative Project on Sociological Conceptual Tool 10%:** This project takes place the last week of the semester, Week 15 going from December 3 to December 10. In this assignment you take one sociological conceptual tool and create a powerpoint on this particular tool. You can choose one that you know well or one that you wish to know better. Your work will be posted and viewed by everyone who will comment on your project. Full instructions are on Blackboard.

**Writing Style and Conventions:** Throughout the course writing is an important component in all assignments. Your ability to present your view and critically analyze the views of others depends upon your ability to compose well-structured sentences and well-developed paragraphs. Thus, your writing skills are part of your overall assessed activities such that attention to the details of compositional logic, organization, and grammatical details will factor into your overall grade.

**NO LATE ASSIGNMENTS ACCEPTED FOR ANY REASON!**

**Your Success in this Online Class**

Did you know that students in an online class learn more and learn better than in face-to-face classes? One reason is because students in online classes take responsibility for their learning. You too can take responsibility for your learning by taking action to participate in the values of this online classroom which are: communication, time management and creation of an online community.

How can YOU take action and communicate in this online class?

1. You email the instructor in situations where you would raise your hand in a face-to-face class.
2. You check your email **DAILY!**
3. You check the Blackboard for this class at least **every other day** to stay on top of assignments and announcements in this online class.

4. You respond to any email sent to you by the instructor or your peers in this class within **24 hours** Monday-Thursday.

5. You seek out computers at ASU or a public library should any technological problem arise with your personal computer in order to maintain an embodied presence in class.

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**How can YOU take action and manage your time in this online class?**

1. You schedule 7 hours of time (the ASU required amount of time you need to spend with this class content) in small daily chunks into your weekly calendar for this class.
2. You continually look for new ways to manage your time. Here are a few:
   a. [http://www.timemanagementhelp.com/college.htm](http://www.timemanagementhelp.com/college.htm) Tips specific to college students
   b. [http://www.collegeathome.com/blog/2008/05/21/57-time-management-hacks-for-college-students/](http://www.collegeathome.com/blog/2008/05/21/57-time-management-hacks-for-college-students/) 57 time management hacks for college students
   c. [http://www.dartmouth.edu/~acskills/success/time.html](http://www.dartmouth.edu/~acskills/success/time.html) Academic skills from Dartmouth w/ handouts & videos

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**How can YOU take action to create an online community?**

1. You take pride in creating your online embodied presence via your writing and media presentations in this class.
2. You read and respond to the work of others in this online class in a challenging yet respectful manner.
3. You ask for help when you are confused or frustrated with class content by taking the initiative and emailing the instructor to start a dialogue with her.

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**Assessment Contract**

All information regarding assessment is included in the assessment contract powerpoint that you need to download and listen to in this first lesson. Basically in this online class you have the exciting option to contract for the grade you wish. Doing all assignments in a timely fashion and fulfilling all content requirements garners you an A+. The quality of your assignments is dealt with through revision. Thus, you can tailor which assignments you do in this class according to your needs and receive a grade accordingly, however, if the content of any particular assignment is not fulfilled you will be required to redo that particular assignment in order to obtain credit for it. Details and more explanation is provided in the powerpoint located on the class Blackboard.

Here is the statement that you need to cut and paste into the Assessment contract discussion:

By cutting and pasting this phrase onto the Assessment contract discussion board and typing my name in at the end of this phrase, I certify that I have read the syllabus and agree to it. I also certify that I have downloaded and listened to the assessment contract powerpoint detailing how I can contract for a final grade in this class. I agree to abide by the assessment contract and I hereby contract for the following final grade:

I understand that to achieve this final grade I need to meet all the criteria for the following assignments to achieve the grade I have selected. I need to do the following assignments for my selected grade:

Finally I understand that if for any reason I do not meet the criteria that I am then in breach of this assessment contract and will have my final grade reduced as explained in the assessment contract powerpoint.

**My name is:**
Student Code of Conduct

All students must abide by the policies as stated in the following online document pertaining to student codes of conduct such as definitions of academic dishonesty and the consequences for such actions (cheating, plagiarism).
http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section.C.pdf

Students with Disabilities

Student with disabilities must be documented by ASU Disability Resources for Students. (http://www.asu.edu/studentaffairs/ed/drc) or 480-965-1234. Please inform the instructor the first day of classes to provide the necessary accommodations.

Auditing

If you are auditing please check with the instructor in the first week as to your responsibilities.

Graduates

Please note a graduate taking this class is welcome, but cannot receive graduate credit for this class.

Footnote 18

Footnote 18 pertains to Barrett Honors College students. These contracts are formalized arrangements in which the student and faculty negotiate course requirements during the first week of classes. Contact the instructor if you are interested in creating an honors contract.

Incompletes

There is no guarantee that you will receive an incomplete, so it is not always the best option for you. All incompletes must satisfy the criteria set by the Director of the School of Dance who is solely responsible for approving an incomplete. You must a grade of C or higher to be eligible for an incomplete. If you feel an incomplete is what you need email Dr. Roses-Thema immediately. You cannot wait until the end of term and then decide you need an incomplete.

Withdrawals

It is the student’s responsibility to withdraw from class. All deadlines for withdrawals conform with the Herberger Institute of Design and the Arts’ dates.

Reading List for The Body Condition(ed)

This list includes texts from important social theorists such as Marcel Mauss and Pierre Bourdieu, but you will also be introduced to other seminal theorists such as Michel Foucault in work that contains historical reviews of sociological perspectives on the body. In addition you will find out how sociology was a bit late to address the body as important but now strives to connect and research the embodied perspective in sports. You will also read Chris Shilling’s dialectical approach, this is the lens through which DCE 303 approaches the body and body conditioning is detailed. Lastly, the cutting edge of investigations into body conditioning and fitness today is represented as well in the works of Markula, Fusco, Wesley, and Phillips. There will be some you tube videos and websites to visit as well.

Directions: You will find these readings grouped by lesson into a single pdf to be downloaded on a lesson-by-lesson basis on Blackboard. You may be assigned to read portions or all of a single text as appropriate to the discussion for that particular lesson. Look for the yellow tabs that you will find in the pdf for instructions on where to start and stop reading. Note: If new information important to our studies becomes available readings may be added to this list as appropriate and if pertinent.
The Body Condition(ed)


