ARIZONA STATE UNIVERSITY
GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM
Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.
(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE
July 7, 2011

1. ACADEMIC UNIT: School of Dance

2. COURSE PROPOSED: DCE 2394 The Body Condition(ed) 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Cynthia Roses-Thema, Ph.D. Phone: 480-865-5029
   Mail Code: 0304 E-Mail: cynthia.roses-thema@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry—L □
   Mathematical Studies—MA □ CS □
   Humanities, Fine Arts and Design—HU □
   Social and Behavioral Sciences—SB □
   Natural Sciences—SQ □ SG □

   Awareness Areas
   Global Awareness—G □
   Historical Awareness—H □
   Cultural Diversity in the United States—C □

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

The Body Condition(ed) examines how society produces and reproduces the requirements for a fit body by investigating the social practices involved in developing strength, flexibility, endurance and cardiorespiratory health. The course content presents the physical scientific information with the understanding that these goals and outcomes are within a social context and can be understood as situated within the contemporary social behavioral cultural climate. Students use social theories as framework for understanding how social fitness practices are produced and reproduced in the course assignments. The social perspective expands student’s awareness of the body as a social fact, introduces the student to the relationship of sociology with the body, and empowers the student to understand the sociological contexts of the practice of body conditioning. Sociological concepts such as physical capital, social space, and theories of Bourdieu, Foucault and others are explored through selected sociological readings that represent the cutting edge of where sociological theorists are today in researching the conditioned body.
CROSS-LISTED COURSES:  ✕ No  ☐ Yes; Please identify courses: ____________________________

Is this a multisection course?:  ✕ No  ☐ Yes; Is it governed by a common syllabus? ______

Simon Dove  
Chair/Director  (Print or Type)  
Date: 07/11/2011

Simon Dove  
Chair/Director  (Signature)  

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
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>
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<th>Identify Documentation Submitted</th>
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<tr>
<td>☒</td>
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<td>Syllabus and Course Readings</td>
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1. Course is designed to advance basic understanding and knowledge about human interaction.

2. Course content emphasizes the study of social behavior such as that found in:
   - ANTHROPOLOGY
   - ECONOMICS
   - CULTURAL GEOGRAPHY
   - HISTORY
   
   Course Assignments as stated in Syllabus

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.
<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>
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<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; that 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 in the first few weeks 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 finding this information necessary in order to situate the body historically as well as to populate the geographical intellectual landscape on the body that ultimately 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 valuable information about the conditioning pillars and principles from both historic</td>
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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 394 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 analysis of three fitness gyms.

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 summary questionnaire- a cumulative review of all aspects of the class that will encourage students to (re)visit blog posts and (re)view readings in order to come to a substantive (re)envisioning about the condition of the body in current society and in the practice of body conditioning.
3. 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, as well as Featherstone 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 situatedness 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.

4. Course illustrates the use of social and behavioral science perspectives.

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 interaction with the goal of providing resources to affect personal change when necessary and appropriate in the personal habitus of conditioning practices.

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.

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 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 summary questionnaire 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 394 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 394 approaches body conditioning through the lens of Shilling’s dynamic. DCE 394 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 summary questionnaire encourages the student to (re)view, (re)visit, and (re)envision all class materials.

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 on 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

Lesson One- Introduction and Class Overview
   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
   a. Foucault’s concept of micro-power
   b. Bourdieu’s concept of habitus

Lesson Three- Sociology and the Body Part 2
   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
   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

Lesson Five- Habitus of Pain
   a. Students define personal habitus of pain awareness
   b. Reading from Blackwell’s online journal Sociology of Health and Illness on the sociology of pain

Lesson Six- Strength
   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 Seven- Flexibility
   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 Eight- Endurance Muscular and Cardiorespiratory
   a. Students analyze Lance Armstrong’s website for both above conditioning pillars with personal choice of sociological tools
   b. Students look at controversy over target heart rate as a measure of cardiorespiratory fitness
Lesson Nine - Consuming Fitness
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
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
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
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
a. Gender capital for males who bodybuild in the work of Bridges
b. British study on self-objectification for men who bodybuild by Hallsworth et al.
c. Male body image and the media addressed through the work of Jonason et al.

Lesson Fourteen – What’s Left Out?
Opportunity for students to review all material and discuss where they see the gaps

Lesson Fifteen - Summary Questionnaire
Assignments/Grading

Weekly Work Blogging 40%: 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 to view and listen.
• Download and read the assigned text(s).
• Blog: To demonstrate that you have done this weekly work you have two types of blog entries. 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 there will be questions/comments for you to reflect on. When questions/comments are present, you can 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. Deadline for the blog entries is Wednesday of each lesson week 11:59 PM.

Fitness Gym Report 20%: 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 guide for this assignment is provided. Deadline for report is November 16, 11:59 PM.

Personal Conditioning Plan 20%: You will create a two-week conditioning plan for yourself. Instructions are to be found on Blackboard. First deadline is September 28 11:59 PM. Second deadline for the personal conditioning plan with self-analysis and reflection is October 26, 11:59 PM.

Summary Questionnaire 20%: You will be asked a series of questions at the end of class assigned in the fourteenth week and due in the final week. This assignment will require you to review all class materials and blog entries.

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. Refer to Dr. Rose-Thema’s Syllabus Handbook for assistance. In any assignment points may be deducted for writing content or conventional errors.

NO LATE ASSIGNMENTS ACCEPTED FOR ANY REASON!
Dr. Roses-Thema’s Syllabus Handbook
This class has a syllabus handbook with information on active reading, paragraph development tips, and APA style. Make sure to review this handbook found in the syllabus tab on Blackboard and use it frequently as a resource throughout the course.

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
Students who wish to apply for an incomplete please discuss this with the appropriate staff in the School of Dance office. Each incomplete is considered on a case by case basis to determine the extent to which they are warranted. Student must have grade of C or higher to be eligible for 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.
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 394 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 Bridges, Ellings, and Markula. 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.


