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 4394 The Body Condition(ed) 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Cynthia Roses-Thema, Ph.D. Phone: 480-965-5029
   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.

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
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: 07/01/2011

Simon Dove
Chair/Director (Signature)
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>
<tr>
<td>✓</td>
<td>✗</td>
<td>ANTHROPOLOGY</td>
</tr>
<tr>
<td>✓</td>
<td>✗</td>
<td>ECONOMICS</td>
</tr>
<tr>
<td>✓</td>
<td>✗</td>
<td>CULTURAL GEOGRAPHY</td>
</tr>
<tr>
<td>✓</td>
<td>✗</td>
<td>HISTORY</td>
</tr>
<tr>
<td>✓</td>
<td>✗</td>
<td>3. Course emphasizes:</td>
</tr>
<tr>
<td>✓</td>
<td>✗</td>
<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
</tr>
<tr>
<td>✓</td>
<td>✗</td>
<td>OR</td>
</tr>
<tr>
<td>✓</td>
<td>✗</td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
</tr>
<tr>
<td>✓</td>
<td>✗</td>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course advances a basic understanding and knowledge about human interaction.</td>
<td>1. 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. By requiring the students to formulate a personal plan for body conditioning an embodied perspective unites and surpasses the dualism between individual and society and forms a dynamically interactive perspective from which the student creates personal meaning.</td>
<td>1. All course readings are focused on promoting comprehension of the conditioned body as a sociological construct that reinforces social practices (See attached Reading List). Course assignments promote an embodied perspective to understand more reflexivity in social interaction when pursuing a fitness regime (See Fitness Gym Report, Syllabus, p.3).</td>
</tr>
<tr>
<td>2. Course content emphasizes the study of social behavior</td>
<td>2. Utilizing Bourdieu's habitus and Goffman's front/interaction order students observe three fitness contexts with analyses of the social behaviors promoted via the media to produce the conditioned body. Social behavior is magnified by pursuing current literature on</td>
<td>2. Assignments as stated in syllabus engage students in utilizing social conceptual tools to study the social behavior involved in conditioning the body (See Weekly Work/blogging, Summary Questionnaire, Syllabus, p.3).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>3. Course emphasizes the distinct knowledge base of the social and behavioral sciences.</td>
<td>3. By presenting the students with a concise understanding of how the absent body became present in the readings of sociological theories, the concepts of habitus and front/interaction order form the basis for the students' observation and analysis of three fitness contexts. Also analysis of reflexivity in social contexts and how as Crossley theorizes this social view unites individual with society.</td>
<td></td>
</tr>
<tr>
<td>4. Course illustrates the use of social and behavioral science perspectives.</td>
<td>4. Demonstration of socio-behavioral perspectives occur in the readings that deal with socially situated fitness practices. Students must put forth an understanding of the reading as well as negotiate meaning and social ramifications from group work and instructor feedback and comments. In addition, students use social theories as framework for understanding how social fitness practices are produced and reproduced.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Through class discussion and reading responses the course calls upon students to interact with the sociological knowledge base by critically thinking and responding in conjunction with students' personal embodied perspective all within the social environment of an online discussion (See Weekly work/Blogging, Syllabus, p.3 and attached Reading List).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. The Body Condition(ed) illustrates the use of social and behavioral science perspectives in two major ways. First, students must negotiate the meaning of Bourdieu and Goffman's theories via online group vocal and written discussions, and in that sense the students must use the theories by applying them in order to understand the theories. Second, from reflection into the embodied perspective provided by</td>
<td></td>
</tr>
</tbody>
</table>
instructor's comments, feedback, and questions, the students in all assignments are prompted to chart an understanding of these social perspectives by writing about them, paraphrasing them and then finding examples from personal experience as well as from observation of how these perspective and theories are illustrated in real life (See Assignments in attached syllabus, p.3 and attached Reading List).

| instructor's comments, feedback, and questions, the students in all assignments are prompted to chart an understanding of these social perspectives by writing about them, paraphrasing them and then finding examples from personal experience as well as from observation of how these perspective and theories are illustrated in real life (See Assignments in attached syllabus, p.3 and attached Reading List). |
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 a course that looks at contemporary practices of conditioning the body from a triangulation of perspectives: physical, social, and experiential. The physical perspective increases student understanding of the moving body in order to create and execute body conditioning from a more informed standpoint. Students look into current principles of training, investigate the pillars of conditioning, and current theories of injury prevention. The social perspective expands student 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. The experiential perspective invites the student to explore the issues of body image in the context of body conditioning. Here the student learns about muscle dysmorphia for men, and how physical strength for the woman can be a social burden.

The triangulation of these three perspectives enhances the student’s ability to obtain a holistic understanding of how the self/social dynamic operates within the context of body conditioning. As an online class the students participate in an asynchronous environment forming a community of learners that interact via collaborative assignments, group discussions, and presentations. In addition, students work one-on-one with the instructor. Pre-requisite: Must have completed ENG102 or ENG108 with a grade of C or better or are concurrently enrolled. Not eligible for Dance Major credits.

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

Learning Outcomes

1. To analyze social behavior of body conditioning utilizing the theories of Marcel Mauss, Pierre Bourdieu and current theorists such as Mike Featherstone and Chris Shilling.
2. To illustrate the cutting edge of the sociological perspectives such as Pirkko Markula, via reading research on body conditioning that provides students with a foundational framework to synthesize all three perspectives (physical, social and experiential).
3. To create an optimal fitness regime for the student by thorough investigation into the physical aspects of strength, flexibility, muscular/cardiorespiratory
endurance and balance while illustrating sociological connections to all scientific criteria.

4. To compare and contrast three distinct fitness gyms analyzing for aspects of social behavior, creation of social spaces, as well as inclusion and exclusion of societal trends.

5. To successfully articulate online in written weekly discussions personal understandings of theories and issues found in class texts, class concepts, and further pursue avenues of critical thinking through social media trends on body image, fitness, and conditioning.

6. 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
Lesson Two- Sociology and the Body Part 1
Lesson Three- Sociology and the Body Part 2
Lesson Four- Pillars of Conditioning/ Principles of Training
Lesson Five- Muscles
Lesson Six- Injury Prevention/Pain
Lesson Seven- Strength
Lesson Eight- Flexibility
Lesson Nine- Endurance Muscular and Cardiorespiratory
Lesson Ten -Body Image Week 1
Lesson Eleven -Body Image Week 2
Lesson Twelve -Consuming Fitness
Lesson Thirteen- Fitness and Social Space
Lesson Fourteen -What’s Left Out?
Lesson Fifteen -Summary Questionnaire
Assignments/Grading

Weekly Work/Blogging 40%: Each week you have a lesson plan that includes downloading the PowerPoint and listening to the vocal accompaniment, doing the assigned readings and then blogging about the assigned readings and PowerPoint. To demonstrate that you have done this weekly work you are make two comments of 7-10 sentences each in a weekly class blog. These comments are your responses to instructor questions you choose to answer that can be found in the yellow tabs in the readings, as well as any response you have to the PowerPoint information.

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.

Personal Conditioning Plan 20%: You will create a two-week conditioning plan for yourself.

Summary Questionnaire 20%: You will be asked a series of questions at the end of class to synthesize the three perspectives of physical, social, and experiential assigned in the fourteenth week and due in the final week. This assignment will require you to review readings and PowerPoints as well as the class 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. Roses-Thema’s Syllabus Handbook for assistance.

Grading Scale
A+ 98-100%
A 94-97%
A- 90-93%
B+ 87-89%
B 83-86%
B- 80-82%
C+ 77-79%
C 70-76%
D 60-69%
E below 60%

NO LATE ASSIGNMENTS ACCEPTED FOR ANY REASON!
Dr. Roses-Thema’s Syllabus Handbook
This class has a syllabus handbook with information on netiquette, group online discussions, 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 policy.
The following readings comprise the total readings for DCE 394 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 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. Lastly, the cutting edge of investigations into body conditioning and fitness today is represented as well in the works of Bridges, Ellings, and Markula.

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. The yellow tabs will also contain questions and comments for you to use to provoke your own thinking as you read the texts. Please also use these questions found when you click on the yellow tabs as prompts for you to respond to when you post to your class blog that particular week.


