Course Description: 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. This sociological approach means that one's body during conditioning is a social body producing and reproducing societal norms. Thus the student will be introduced to sociological conceptual tools from Mauss, Foucault, Bourdieu and Heinemann that can assist in analysis of the media influence, construction of social space, and consumption of bodily conditioning. Current emphasis in bodily studies by sociologists Bryan Turner and Chris Shilling, however, remind us that to understand the social conditioning body one must also include the embodied perspective. Thus the lens for this class is Shilling’s dialectical approach that advocates for combining the social with the personal for a more holistic perspective of bodily conditioning practices.

The area of fitness and conditioning the body is complex and diverse and requires interdisciplinary ventures to understand current socio-behavior and fitness practices. Thus, with the understanding that a sociological perspective allows for distinct points of reference, the physical 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 Film, Dance and Theater. Shilling's fourth aspect of the dialectical approach— that personal change is possible through realignment of social bodily practices is also a main focus of this online class. Weekly discussion posts provide students the opportunity to perform written summarization, analysis and evaluation of sociological journal articles and theories. A final 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. A cumulative final quiz gives the student the opportunity to clarify concepts and ideas from the class material. Pre-requisite: Must have completed ENG 101/107 and ENG 102 with a grade of C or higher or are concurrently enrolled.

Learning Outcomes

1. To understand, analyze and evaluate social interaction in bodily conditioning practices by applying Shilling’s dialectical approach to the current issues of body conditioning via written analysis of current sociological research.
2. To build an understanding of social behavior during conditioning by applying the sociological conceptual tools of Bourdieu, Foucault, Duncan and others in written analysis of sociological research on bodily conditioning.
3. To demonstrate an understanding of the historical context of what it means to be fit through exploration of the current social view of how best to obtain the fit body followed by written analysis of the current pillars of conditioning and the principles of training.
4. To evaluate a single sociological conceptual tool through a final project that uses primary research employing either interview or survey to obtain socio-behavioral data on the sociological conceptual tool of choice that is presented to and discussed by class.
Course Content Outline

Lesson One (3.14-3.20): Where is body conditioning and how did society get here?

Lesson Two (3.21-3.27): What sociological conceptual tools analyze the conditioning body?

Lesson Three (3.28-4.3): What does it mean to be fit?

Lesson Four (4.4-4.10): How does the social space of the gym co-construct my identity?

Lesson Five (4.11-4.17): Body image or body imaging?

Lesson Six (4.18-4.24): How does society consume fitness? Review

Lesson Seven (4.25-4.29): Final Project & Final Project Discussion; Final Cumulative Assessment Quiz

The Values of this Online Class
Communication, commitment and community are the three values that I invite you to create in our online classroom.

1. Communication
   a. I value communication with you above all else. I urge you to consider that if you would raise your hand in a face-to-face class you need to email me your question or concern! I am also happy to skype with you should you need some time to dialog further about class content.
   
   b. My online class standard is to respond to email within a 24-hour period – weekends excluded. Again, this goes both ways. You also need to respond to me within a 24-hour period when I email you.

2. Commitment
   a. I value your success in this online class; and one of the first steps toward that success is to commit the necessary time to this class. ASU online standard is 18 hours of time spent each week on this 3-credit course.
   
   b. One reason I teach online is because the online teaching/learning environment encourages you, as a student, to become more active in your learning. You learn the skills of active learning: asking questions and critical thinking. These skills help you to learn more than in a face-to-face classroom. I am looking forward to this result for you!

3. Community
   a. I value creating and participating in the online community that this class will create.
   
   b. I look forward to reading your discussions and encourage you to be respectful and open to the opinions and views of your peers in this online class.
## Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade%</th>
<th>Points Worth/ Mode of Assessment</th>
<th>Explanation of Assignment</th>
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<tbody>
<tr>
<td>Lesson .1 Discussion Post</td>
<td>30</td>
<td>300 points possible - There are six .1 discussions. 50 points possible for each .1 discussion post</td>
<td>Each week you post two paragraphs (7+ sentences each paragraph) in response to two discussion questions regarding class material in the .1 discussion. Please read and follow directions of the .1 discussion prompt.</td>
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<tr>
<td>Lesson .2 Peer Response discussion post</td>
<td>24</td>
<td>240 points possible - 20 points possible for each post (up to two posts) in the .2 discussion. Two peer responses to the .1 discussion in two separate posts each week. Each post fulfilling the requirements is worth 20 points.</td>
<td>After the initial .1 discussion is done, student reads through peers’ responses to .1 discussion and responds to at least two peers in the .2 discussion. <strong>Requirements:</strong> two different posts, at least two different peers. Peer’s names in each post. Each response must be one paragraph of 7+ sentences.</td>
</tr>
<tr>
<td>DCE 303 Cumulative Quiz</td>
<td>23</td>
<td>230 points- 23 questions 10 points for each correct question on the quiz</td>
<td>The quiz will cover the entire course. Student will have the entire final week to study and take the quiz that covers all course material. A study guide will be provided. <strong>IMPORTANT:</strong> Quiz is open note, open book, but you MUST follow the prompts from Herberger Online while you are taking the quiz. If you do not follow Herberger’s instructions and lose your quiz answers, please know that your answers will be irretrievable and you will NOT be allowed to retake the quiz.</td>
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<tr>
<td>Final Primary Research Creative Project</td>
<td>23</td>
<td>230 total possible: 150 points for PPT to include interview or survey questions w/ data results; 80 points for discussion on peer projects. <strong>Rubric</strong> to be used for PPT</td>
<td>Student selects a sociological conceptual tool to do primary research on; create either an interview or survey instrument to collect data; perform research and documents the data in a PPT; PPT presented to class; review of peers’ work and discussion in final week.</td>
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### Assignment Deadlines:

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>1.1</td>
<td>3.17 @8 AM</td>
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<td>1.2</td>
<td>3.21 @ 8 AM</td>
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<tr>
<td>2.1</td>
<td>3.24 @ 8 AM</td>
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<tr>
<td>2.2</td>
<td>3.28 @ 8 AM</td>
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<td>3.1</td>
<td>3.31 @ 8 AM</td>
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<tr>
<td>3.2</td>
<td>4.4 @ 8 AM</td>
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<tr>
<td>4.1</td>
<td>4.7 @ 8 AM</td>
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<tr>
<td>4.2</td>
<td>4.11 @ 8 AM</td>
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<td>5.1</td>
<td>4.14 @ 8 AM</td>
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<tr>
<td>5.2</td>
<td>4.18 @ 8 AM</td>
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<tr>
<td>6.1</td>
<td>4.21 @ 8 AM</td>
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<tr>
<td>6.2</td>
<td>4.25 @ 8 AM</td>
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<tr>
<td>Final Project</td>
<td>4.26 @ 8 AM</td>
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<tr>
<td>FP Discussion</td>
<td>4.29 @ 8 AM</td>
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<tr>
<td>Quiz</td>
<td>Open 4.25 -4.29 @8 AM (deadline)</td>
</tr>
</tbody>
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**No late assignments accepted for whatever reason!**

Late assignments are determined by the ASU time stamp that is on each of your discussion posts after you hit submit. And yes, it is possible to be one SECOND late!

You are strongly advised to not wait until the day of the deadline to post your work as technological issues may arise. **POST EARLY!**

There are **no make-ups or extra credit** in this class and further this class is challenging in terms of concepts and concept application. Thus, it is important for you to **stay up to date** with this class. You are strongly advised to **check your point totals** and **ask questions immediately** after your work has been assessed. Waiting until the final week to ask about a first week post is not in your best interests.
Final Grade
Your final grade is a compilation of all the points earned by you during the course. When tallied your total points reveal the grade according to ASU plus/minus scale as below:

- **A+**: 1000-921 points (92%)
- **A**: 920-841 (92%)
- **A-**: 840-761 (84%)
- **B+**: 760-691 (76%)
- **B**: 690-611 (69%)
- **B-**: 610-531 (61%)
- **C+**: 530-461 (53%)
- **C**: 460-231 (46%)
- **D**: 230-1 (23%)
- **E**: 0

Technological Support
If you experience any technological issue with this online class, please contact the technological support from Herberger Online. Email them at holsupport@asu.edu and you can copy me in that email so that I am aware you have a problem.

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.

Policy regarding Disruptive, Threatening or Violent Individuals
Please know that this class will handle any issues of a student’s threatening behavior in accordance with the Student Services Manual SSM 104–02.

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. Contact me if you are interested in creating an honors contract during or before the first week of classes to negotiate your contract. My conditions are that an honor student will need to complete all the coursework for DCE 303 in addition to the honors contract. The honors contract usually consists of a paper of 7-10 pages investigating on a deeper level some aspect of this class. Further a first draft of the paper needs to be presented to me somewhere in week 5 no matter how rough in order for feedback to be given. If after reading these conditions you are still interested in an honors contract please email this instructor.

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 Film, Dance and Theater 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 in accordance Herberger Institute of Design and the Arts’ dates.