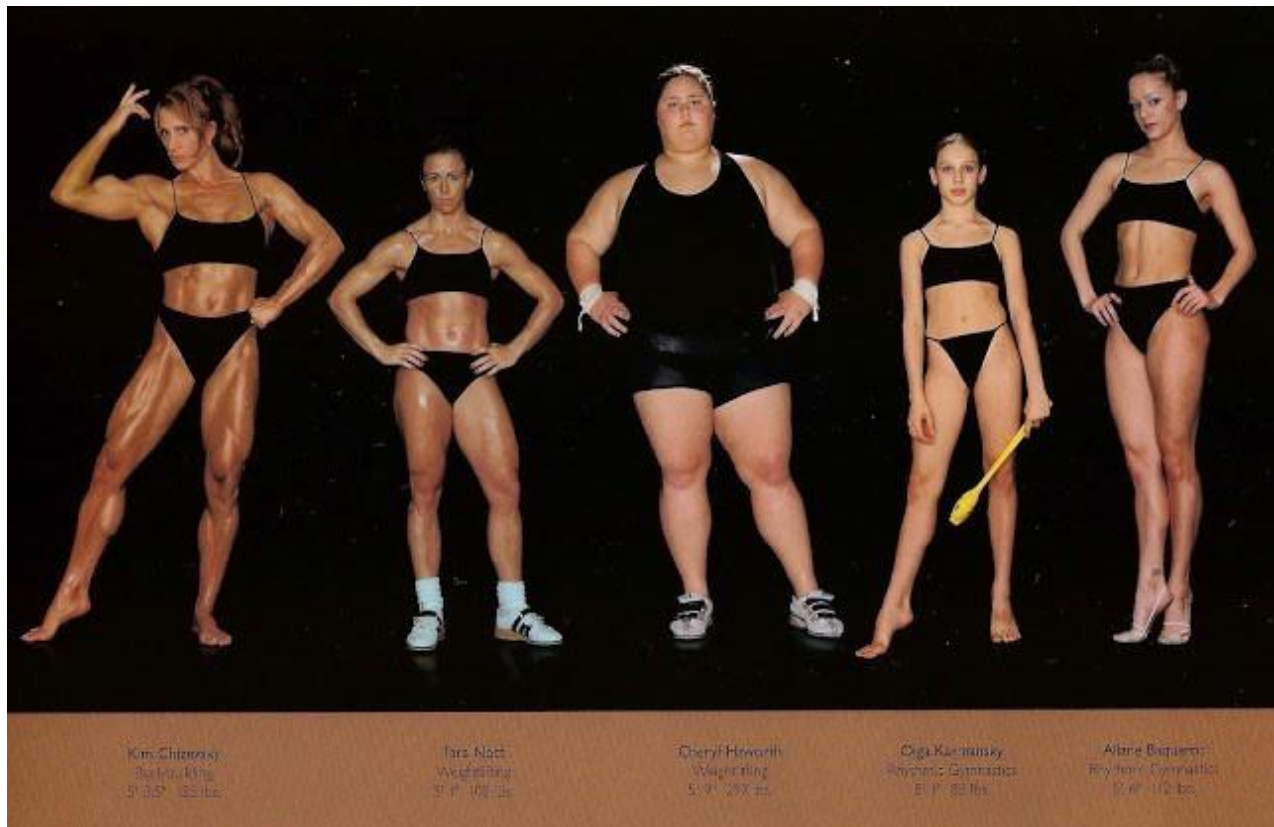


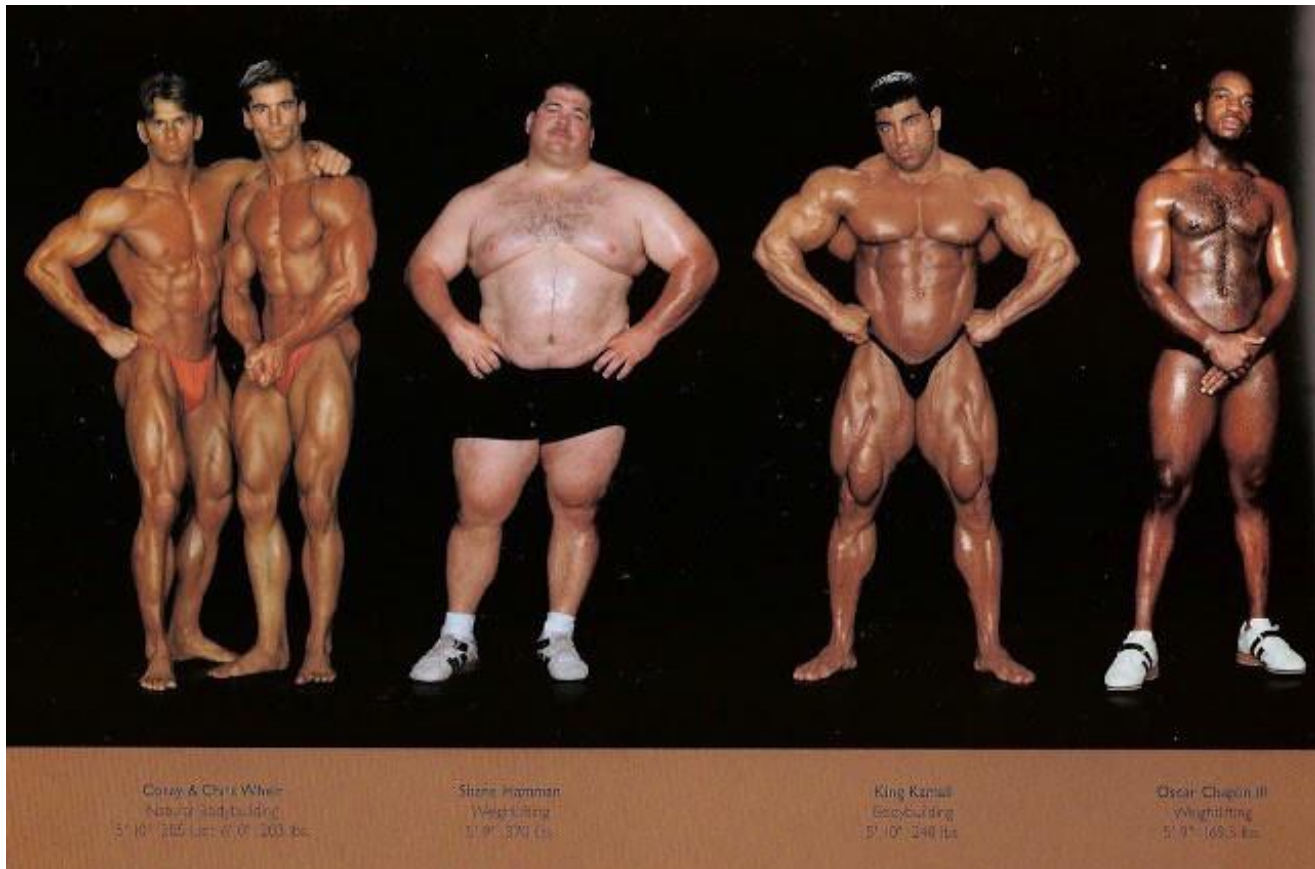
# DCE 303

## The Body Condition(ed)

Course Description: The title of this class has multiple meanings to help you deepen your understanding of the complex issues facing fitness and the body in the 21st century. DCE 303 recognizes the human body as a social body. When social bodies work on fitness many issues about the condition of the body float to the surface such as social space and identity. Unpacking the multiple meanings of the class title clues you into successful approaches to the body in this



course. In DCE 303 you study the body as a living, moving body so when you begin to theorize the body and work with the ideas in this class write from the perspective of a living, breathing body that has limited possibilities and is situated in a specific space and time. DCE 303 continually addresses the human body as social. Your body does not exist outside of a social environment; thus, remember the social context when writing responses in this class. Third, understand that the human body has gone from being something not talked about in sociological circles to centerstage in



conversation. All this attention means you need to use critical thinking to sort through all the information about the body you see daily.

You might be thinking: How can you best be true to your self, set realistic goals and work on creating a fit body in this current society? Well in my view, you need tools. Thus this totally online course begins with giving you what I call sociological conceptual tools coming from such

sociological scholars as: Marcel Mauss, Michel Foucault, Pierre Bourdieu, Chris Shilling, Margaret Duncan and Ernest Heinemann. Using these tools you will sort through current theories about social space; body identity; and, commercialization of fitness.

**“Take care of your body. It’s the only place you have to live.”**

**-JIM ROHN**

You will use these tools in: weekly asynchronous discussion posts; two assignments taking your social conceptual tools out of the classroom and into your everyday fitness environments; in a cumulative final quiz; and in a final project. Topics for each lesson are distinct and address a different question regarding the condition and conditioning of the body in current society. Here is the course outline:

Lesson One: Where is body conditioning and how did society get there?

Lesson Two: What sociological conceptual tools analyze the conditioning body?

Lesson Three: What does it mean to be fit?

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

Lesson Five: Body image or body imaging?

Lesson Six: How does society consume fitness?

Lesson Seven: Final project and discussion, final cumulative quiz

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

## Learning Outcomes

1. To analyze and evaluate social interaction during bodily conditioning by applying Shilling's dialectical approach as a lens to current issues.
2. To emphasize the social behavior of conditioning practices in current society.
3. To place emphasis on the distinct knowledge base of the social sciences through developing sociological conceptual tools from the work of Bourdieu, Foucault, Mauss, Heinemann and others.
4. To comprehend the social construction of what it means to be fit by viewing distinct fitness goals through history.
5. To synthesize knowledge of course content through application of course material in final cumulative quiz and via peer discussions.

## Let's Work Together to Create these Values

Dear DCE 303 Student,

I have taught totally online at ASU for over five years. In each syllabus I have put three values that will create success for everyone. These three values are: **communication**, **commitment** and **community**. Below are the reasons I have for each of these values. I share them with you so that you can join in and create them too and achieve success in this class.

I value **communication** with you above all else. I need to know if you're having issues or problems. Think of it as if you would raise your hand in a face-to-face class then you need to email me your question or concern!

I am also happy to do an Adobe Connect meeting with you should you need some time to dialog further about class content. My connect office hours link are in the footer on this syllabus. If these times do not suit your schedule, email me and we will figure when we can both meet together.

Please know that my online class standard is to respond to email within a 24-hour period – weekends excluded. And I would also like you to respond to me within a 24-hour period when I email you.

My second value is **Commitment**. ASU online standard is 18 hours of time spent each week on this 3-credit course so please block out this amount of time in your schedule and commit to your success in this class.

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 improve important skills of active learning: asking questions and critical thinking. These skills help you to learn more in this online classroom environment than you might in a face-to-face classroom. I am looking forward to this result for you!

My third and final value is **community**. I value participating in the online community that this class will create. We must both work together to create this value of an online community where learning is social and shared.

I look forward to working with you and encourage you to be respectful and open to the opinions and views of your peers in this online class.

Thank you,  
Dr. Cynthia Roses-Thema

## Policies

### 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](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.

### 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 most welcome, but cannot receive graduate credit.

### 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.

## A Message from Herberger Online Technical Support

*The following is a message for you about Technical Support which is now available for you 24/7!*

Please do not contact your instructor with technical questions. Herberger Online handles all technical questions and issues that may arise in this course.

Please contact the support team immediately if you encounter technical issues while completing an assignment and you are unable to resolve the problem and reset your work.

The Herberger Online support team is available to assist you 24 hours a day, 365 days a year. You may reach them anytime at:

- **holsupport@asu.edu**
- **1-888-298-4117**
- **480-965-3057 (International)**

When contacting support, please provide:

- The full name of this course (ABC 123: Long Name)
- The title(s) of any assignment(s) you're having trouble with
- A brief description of the problem
- Detailed, step-by-step instructions to reproduce the problem

## Assignments

**Discussion 27%** of final grade: You will make two posts to the weekly discussion by the deadline you can find in the calendar section of this syllabus. This assignment is designed to help you articulate where you stand on many of the issues and to be able to support your view. It is my belief that through discussion you will gain in your ability to process more thoroughly current social behaviors surrounding fitness. Reading your peers increases your understanding of the many ways these ideas and approaches to fitness can be understood and applied.

Please pay special attention to the discussion directions for each week as they will change.

Know that the quality of your writing is important in this class. Think of your writing as a creative way to discover what your position is on these important social issues. Writing for me, also demonstrates you can explain reasons for the complexity and diversity of each of the issues this class tackles.



In the class discussion and peer responses it is not only important to understand the sociological conceptual tools and use them but also to realize how all these classroom theories are born out of social behaviors. These sociological conceptual tools exist in your everyday. In the classroom discussion is your moment to make important connections between these theories and your personal experience.

Thus, please know that in requiring a sentence amount of 7+ sentences for each post that I am giving you every opportunity to develop a point of view that is supported through connection to class theories. For me, the requirement of seven plus sentences ensures you will write past your comfort zone instead of just giving an obvious or standard response to the questions asked.

To ensure a multitude of views and encourage a wide spectrum of views points for this assignment will only be deducted for failing to write the required amount of sentences (5 points deducted) or not answering the question asked for that discussion post (10 points deducted) (Connects to learning outcomes: 1,2,3,4,5).

**Dialectical Lens Assignment: 15%** This three-part assignment hones your observational skills of the fitness body in your everyday through crystallizing your understanding of Shilling's dialectical lens. The idea that the human body is living and changing every day is an important part of Shilling's dialectical lens. Lookout for information in your everyday that theorizes the human body as static- it is far more prevalent than you may originally think. Shilling's dialectical lens is thus a very important lens to use to dispel notions of static or one size fits all ideas about social behavior in fitness. The dialectical lens assists in developing tolerance for diversity in social issues on fitness and the body. Thus, the point of this assignment is to see how the four approaches of the dialectical lens play out in your everyday fitness encounters. Detailed directions to follow. (Connects to learning outcomes: 1,2).

**Social Bodies in Motion Assignment: 15%** Margaret Duncan's social bodies in motion help one to separate bodies into different reasons for interacting with fitness. This two-part assignment is designed to help you first identify the dynamics of these social bodies in your everyday and then see how these bodies interact and overlap with each other. Again, the human body is living and breathing and any theorizing about the human body in fitness must take into account dynamism. In this assignment you choose to compare one of the following: you compare websites to websites, OR instagrams to instagrams OR magazine covers to magazine covers. Choose whichever group you wish to investigate and investigate only ONE group. If you choose websites you will compare three websites to each other; if you choose magazine covers you will compare three magazine covers to each other. The point is to find where and how Duncan's six bodies in motion are and how they are persuading social behavior including yours. Detailed directions can be found on the class website. (Connects to learning outcomes: 1,2,3).

**Creative Project 20%** of final grade: You have three choices to do for your final creative project: 1) Human interaction in social space 2) Body Imaging and Social Fitness Behaviors or 3) Social habitus and micro-power in the dynamics of USA fitness practices. This creative project provides a different access point into the social issues regarding fitness. The point is to assist you in discovering a new perspective regarding your issue of choice through unleashing your creative potential. Detailed directions can be found on the class website. (Connects to learning outcomes: 1,2,3).

**Cumulative Quiz 23%** of final grade: This assignment covers the entire course. A study guide is available on the class website. **IMPORTANT:** Take good notes throughout the course on the video lectures and the readings as the quiz is open note, but you **MUST** follow the prompts from Herberger Online while you are taking the quiz. Please know that if you do not follow Herberger Online's instructions you will lose your quiz answers. Please know also that your answers are irretrievable and you will **NOT** be allowed to retake the quiz. You can only take this quiz **ONCE!** (Connects to learning outcomes: 1,2,3,4,5).

**Turn around for your assignments:** Although I make every attempt at reviewing your work as quickly as possible; please allow 48 hours after the assignment deadline (unless told otherwise for me) for me to review and post your point total to the class website. Thank you.



## Assignment Deadlines

DISCUSSION	DEADLINE
Lesson One Discussion- two posts	3.18 11:59 PM
Lesson Two Discussion- two posts	3.25 11:59 PM
<b>Dialectical Lens Assignment</b>	3.26 11:59 PM
Lesson Three Discussion- two posts	4.1 11:59 PM
Lesson Four Discussion- two posts	4.8 11:59 PM
<b>Social Bodies In Motion Assignment</b>	4.9 11:59 PM
Lesson Five Discussion- two posts	4.15 11:59 PM
Lesson Six Discussion – two posts	4.22 11:59 PM
<b>Creative Project</b>	4.23 11:59 PM uploaded
Creative Project Discussion	4.26 11:59 PM
<b>Cumulative Quiz</b>	Opens Monday 4.23 @ 8 AM Closes Thursday 4.26 @ 11:59 PM

**Late Assignments:** In this upper division online class it is assumed you have developed good study habits and time management skills. You are expected to use them in progressing through this class. Thus, there are **NO LATE ASSIGNMENTS ACCEPTED FOR WHATEVER REASON!** You must stay up to date with the class. Please know that late assignments are determined by the Herberger Online time stamp that is on each of your discussion posts after you hit submit. And, yes, it is possible to be one SECOND late!

**Make-ups or Extra Credit:** There are **NO** make-ups. There are **NO** extra-credit assignments.

## Assessment

Your final grade is a compilation of all the points earned by you during this course. When tallied your total points reveal your final grade according to the ASU plus/minus scale you can find below.

A+	1000-921 points
A	920-841 points
A-	840-761 points
B+	760-691 points
B	690-611 points
B-	610-531 points
C+	530-461 points
C	460-231 points
D	230-1 point
E	0

## Suggestions for Success

- Don't ever hesitate to communicate with me if you have any problems, issues or concerns. This one single suggestion could make all the difference for you in this class.
- Please review your point totals after each assignment. Email me any questions or concerns with any proof you need to prove your point ASAP. Waiting until the end of class to talk with me about the first discussion is not in your best interest.
- Pay attention to the group feedback. I email all of you after each assignment as a group and post this email in the announcements. Please read the group feedback and any individual feedback when given.
- Please know that this class is not easy. There is a lot of reading and writing. If you have any issues with either, get stuck or frustrated— don't hesitate to email me or ask for a connect session. I'm happy to help.