**The Ohio State University Freshman Seminar Program – Arts & Sciences 1137. \_\_\_ (Proposal) Autumn 2012 Room 251 Campbell Hall**

**Title:** Body Image, Health and Popular Culture, 1 cr., graded Wednesdays, 1:50-2:45

**Description:** An examination of popular culture (media, sports, peers) and messages about our bodies. Various assessments of body image, eating, exercise and self-esteem are discussed in order to develop a life-long plan for health.

**Professor:** Nancy A. Rudd, Ph.D., Associate Professor, Consumer Sciences, College of Education & Human Ecology, rudd.1@osu.edu , 292-4385, (office 229 Campbell Hall)

**Course goals:**

1. To define the body image construct and its role in self-esteem.
2. To examine perceptions of the body and messages about the body in popular culture (media, sports, peer groups).
3. To complete various body image assessments related to
	1. perceptions about the body,
	2. attitudes about the body,
	3. eating habits,
	4. exercise habits,
	5. self-esteem, and
	6. character strengths.
4. To develop a wellness plan for life with the ultimate goal of strengthening body image and making healthy choices.

**Meeting times:** Wednesday, 1:50-2:45 p.m. For this 1 credit course, you are expected to spend 2 additional hours a week preparing outside of class (reading, completing self-assessments).

**Weekly topical outline:** Wed., 8/22, Week 1 Definitions of wellness & body image; overview, personal goals Wed., 8/29, Week 2 Development of our body image; early & current perceptions Wed., 9/5, Week 3 Media messages about the body; media literacy Wed., 9/12, Week 4 Body image & behaviors affecting health & self-esteem Wed., 9/19, Week 5 Eating, dieting, food monitoring Wed., 9/ 26, Week 6 Risks of eating disorders Wed., 10/3, Week 7 Freshman 15-Truth or Myth; risks of obesity Wed., 10/10, Week 8 Exercise, physical activity, mindful movement Wed., 10/17, Week 9 Body supplements, weight training Wed., 10/24, Week 10 Benefits and risks to particular audiences – athletes Wed., 10/31, Week 11 The power of body “talk” as a reflection of culture Wed., 11/7, Week 12 Body image wellness plan for life; character strengths Wed., 11/14, Week 13 Summarizing all body image assessments Wed., 11/21 Thanksgiving (no class) Wed., 11/28, Week 14 Plan wellness action steps Wed., 12/5, final mtg Present body image wellness plans and action steps Finals Week Return wellness plans and discuss feedback

**Required Materials (Posted on Carmen):**

1. **Personal assessments:**
	* feelings we hold about our bodies, including appearance orientation, body satisfaction, and body shape.
	* short scales on healthy vs. unhealthy eating habits, a true/false test on supplement use, ideal/real figure assessment, weight training & physical activity scale.
	* short journal entries on body image messages seen the media, and our responses.
2. **Readings: (Such as the following, but will include more for each week)**
	* Anderson & Bulik (2004).  Gender differences in compensatory behaviors, weights and shape salience, and drive for thinness.
	* Beals, K. A. (2004).  Etiology of disordered eating in athletes.  *Disordered Eating Among Athletes*.  Champaign, IL: Human Kinetics.
	* Nasser, M. & Di Nicola, V. (2001). Changing bodies, changing cultures: An intercultural dialogue on the body as the final frontier. In Nasser, M.; Katzman, M.A., & Gordon, R.A. (Eds.) *Eating Disorders and Cultures in Transition*, (pp.171-193). New York: Tyler & France.
	* Olivardia, R. (2004).  Biceps and body image: The relationship between muscularity and self-esteem, depression, and eating disorder symptoms.
	* Rudd, N.A. & Lennon, S.J. (2001). Body image: Linking aesthetics and social psychology of appearance. Clothing and Textiles Research Journal, 19(3), 120-133.
	* Rudd, N.A. & Lennon, S.J. (1999). Social power and appearance management among women. In K.K.P. Johnson & S.J. Lennon (Eds.), Appearance and Power. New York: Berg, pp. 153-172.
	* Silverstein LJ, Scott BJ, Zahrt H. Dietary Quality: The Food Habits Questionnaire. In: St.

Jeor ST, ed. Obesity Assessment Tools, Methods, Interpretations. New York: Chapman Hall, 1997:281-291.

1. **Media literacy exercise and deconstruction of ads featuring body messages**
2. **Outline for wellness plan for life**

**Assignments:**  Class participation 20% Body image perception, ad deconstruction 10% Body image attitudes assessments 20% Behaviors assessments 20% Wellness plan and action steps 30% **TOTAL 100%**

ACADEMIC MISCONDUCT is defined as "any activity which tends to compromise the academic integrity of the university or subvert the educational process. Plagiarism is the act of stealing the ideas and/or the expression of ideas of another and representing them as your own. It is a form of cheating and a kind of academic misconduct that can result in severe penalties. The most obvious form of plagiarism is word-for-word copying of someone else's work, in whole or in part, without acknowledgment, whether that work is a magazine article, a portion of a book, a newspaper piece, another student's essay, or any other composition not your own. Any such verbatim use of another's work must be credited to the source and acknowledged by use of QUOTATION MARKS" (OSU Student Handbook, 1996-97, pp. 10-11).

Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. ANY STUDENT WHO FAILS TO GIVE CREDIT FOR IDEAS OR MATERIALS TAKEN FROM ANOTHER SOURCE IS GUILTY OF PLAGIARISM.

DISABILITY SERVICES. Anyone who feels the need for an accommodation based on the impact of a disability should contact one of us for an appointment, **no later than the second week of class**. At the appointment, we can discuss the course format, anticipate your needs, and explore potential accommodations. We rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing such strategies. If you have not previously contacted the Office for Disability Services, we encourage you to do so. **Note:** It is your responsibility to make your accommodation needs known to faculty. If a student with a disability does not request accommodations, instructors are under no obligation to provide accommodations.

**Brief Biographical Paragraph for Rudd:**

Dr. Nancy A. Rudd teaches in the department of Consumer Sciences. Her teaching and research interests lie in the area of appearance and human behavior, with emphasis on culture, body image, and personal aesthetics. She teaches both undergraduate and graduate students, advises honors students, and team teaches a General Education course entitled Appearance, Dress, and Cultural Diversity. She currently teaches in the social psychology of appearance, aesthetics, and apparel product development and branding. She has studied body image for 20 years, focusing on the perceptions, attitudes, and behaviors of many diverse groups of people. She has won outstanding teaching awards in her college, and has received grants for curriculum development, research, and outreach. She has published her work in several academic journals, and regularly presents her research at national and international conferences. She serves as chair of the university Body Image and Health Task Force, which was founded in 1995, and is a member of the University Wellness Collaborative. Please visit the Task Force website: [www.ehe](http://www.ehe).osu.edu/bitf/ .