

Eastern Illinois University
Revised Course Proposal
EIU 4126G, Body, Health, and Society

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** EIU 4126G
2. **Title (may not exceed 30 characters, including spaces):** Body, Health, and Society
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☒ Fall ☒ Spring ☒ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☐ Spring ☒ Summer **Year:** ☐ 2013 ☐
7. **Course description:** An exploration of the interdisciplinary field of body studies, with an emphasis on the health impact of gender, ethnic, class, aging, and sexual orientation images in contemporary society. WI
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
There are no equivalent courses
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☒ Yes ☐ No
 - b. **Prerequisite(s)**
 - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

75 hours must be complete.

Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): None
 - e. **Repeat status:** ☒ Course may not be repeated.
☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:

Students may take a senior seminar once they have completed 75 hours.

g. Degree, college, major(s), level, or class to be excluded from the course, if any:

Health Studies Majors

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

General Education (Senior Seminar); WI

10. Grading methods (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student’s grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

☐ Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad
☒ Internet ☒ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- **EIU graduates will write and speak effectively.**
- **EIU graduates will think critically.**
- **EIU graduates will function as responsible citizens.**

In accordance with the goals of general education, students will:

Student Learning Outcomes: In accordance with the goals of general education students will be able to:	University Learning Goals
Describe, discuss, and evaluate through the discussion board, the meaning and impact of the body from various sources and points of view (Examples: objectification, violence, GLBTQ, racism, and culture)	EIU graduates will demonstrate the ability to think critically. EIU graduates will demonstrate the ability to write effectively. EIU graduates will demonstrate the ability to function as responsible global citizens.
Obtain, analyze, and evaluate health related data on social, cultural, aging, sexual orientation, and gender and how the above mentioned affects advertising and societal beliefs.	EIU graduates will demonstrate the ability to think critically. EIU graduates will demonstrate the ability to write effectively. EIU graduates will demonstrate the ability to function as responsible global citizens.
Compare and Analyze differences in body expectations from various view points	EIU graduates will demonstrate the ability to think critically. EIU graduates will demonstrate the ability to function as responsible global citizens.
Effectively use technology for the retrieval of valid health information.	EIU graduates will demonstrate the ability to think critically.
Prepare a major analytical research paper that addresses the privileges and inequities that accrue from differing bodies, and the impact on health resulting from the meaning ascribed to bodies.	EIU graduates will demonstrate the ability to think critically. EIU graduates will demonstrate the ability to write effectively. EIU graduates will demonstrate the ability to function as responsible global citizens.
Present topical information in a manner appropriate to their target audience.	EIU graduates will demonstrate the ability to think critically. EIU graduates will demonstrate the ability to write effectively. EIU graduates will be to demonstrate the ability to

	<p>speak effectively. EIU graduates will demonstrate the ability to function as responsible global citizens.</p>
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b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Depth of content knowledge
- Effective critical thinking and problem solving
- Effective oral and written communication
- Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Assignments	Describe and discuss issues	Obtain, analyze and evaluate data	Compare and analyze body issues	Effectively use technology	Analysis of issues	Present information
4 Online Essay Quizzes 20-40%	X	X	X	X	X	
Presentation 20%		X	X	X	X	X
Research Paper 20%		X	X	X	X	
Final Exam 10-20%	X	X	X		X	
Discussion Boards 10-20%	X	X	X	X	X	X

3. Explain how the instructor will determine students' grades for the course:

Grades will be assigned utilizing the standard 90-80-70-60-50 grading scale.

As this course is taught in a wide variety of formats by several different instructors, the following guidelines will be utilized to ensure consistency over all sections:

Quizzes will comprise no less than 20% and no more than 40% of the final grade.

The research paper will comprise at least 20% of the final grade.

The presentation will comprise at least 20% of the final grade.

The remaining 20-40% of the final grade will be given to discussion and/or other assessments as determined appropriate by the instructor.

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**

All supplemental materials (PowerPoints, textbook ancillaries, etc.) will be provided through a Learning Management System (LMS), such as Desire2Learn.

Links to current articles and other web resources pertinent to course material will be provided through the LMS. Online discussions will be conducted to explore greater detail and controversial aspects of course content.

b. Describe how the integrity of student work will be assured:

Tests are essay. Questions are randomly assigned to each student that cover the topic.

The presentations and research papers are individual topics chosen by each student. No topic may be presented or researched by more than one student.

Discussions are tracked when the student signs in through a learning management system such as Desire 2 Learn.

c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

Instructor-student and student-student interaction will be facilitated mainly through discussion boards in online courses. Further communication will be available via email, and other messaging or conferencing technologies may be utilized, as necessary and as available with the LMS. Online office hours will be held using the LMS and other resources. Currently, several instructors utilize Google products such as Google Docs, Google Hangouts and Google Chat to facilitate communication. As online course delivery platforms continue to evolve, the new tools they make available to instructors will be utilized, as appropriate.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- a. course objectives;**
- b. projects that require application and analysis of the course content; and**
- c. separate methods of evaluation for undergraduate and graduate students.**

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.) WI

This course is writing intensive because more than 35% of the course grade is based upon writing assignments. The research paper will be returned to the student after preliminary evaluation for further revision and expansion into the paper is assessed.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

	Topic Covered	F2F time allotment	Hybrid Course	Online Course (expected time spent by student)
Weeks 1-2	Introduction to the body and theory and practice	250 minutes	F2F: 200 minutes Online: discussion board	Content review, reading Web-based assignments
Weeks 2-3	Theoretical perspectives on the body	200 minutes	F2F: 150 minutes Online: discussion board	Content review, reading Web-based assignments
Week 4	Social construction of the body	150 minutes	F2F: 50 minutes Online: Web-based assignments, discussion boards	Content review, reading Web-based assignments
Week 5	The body in popular media	150 minutes	F2F: 50 minutes Online: discussion boards	Content review, reading Web-based assignments
Week 6	Reading the body: Gender representations of overview	150 minutes	F2F: 75 minutes Online: discussion boards, presentations, web-based assignments	Content review, reading Web-based assignments
Week 7	Ethnicity and advertising	150 minutes	F2F: 75 minutes Online: presentations, discussion boards, web resources	Content review, reading Web-based assignments
Week 8	LGBTQ and advertising	150 minutes	F2F: 75 minutes Online: presentations, discussion boards, web resources	Content review, reading Web-based assignments
Week 9	Women and the “ideal feminine”	150 minutes	F2F: 75 minutes Online: presentations, web-based assessments, discussion boards	Content review, reading Web-based assignments
Week 10	Deconstructed bodies: Reconstructed ideas	150 minutes	F2F: 75 minutes Online: presentations, web-based assessments, web resources, discussion boards	Content review, reading Web-based assignments
Week 11	Fat and Body size	150 minutes	F2F: 50 minutes Online: Web-based	Content review, reading Web-based assignments

			assessments, discussion boards, presentations	
Week 12	Eating disorders	150 minutes	F2F: 50 minutes Online: Web-based assessments, discussion boards, presentations	Content review, reading Web-based assignments
Week 13	Men and “masculinities”	150 minutes	F2F: 50 minutes Online: Web-based assignments, discussion boards, presentations	Content review, reading Web-based assignments
Week 14	Representations of body in the old age	150 minutes	F2F: 50 minutes Online: Web-based assignments, discussion boards, presentations	Content review, reading Web-based assignments
Week 15	Self-selected alternation of bodies	150 minutes	F2F: 50 minutes Online: Web-based assignments, discussions	Content review, reading Web-based assignments

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.

It is an approved elective for those seeking a senior seminar to become more informed of areas outside of their educational concentration.

- b. If the course or some sections of the course may be technology delivered, explain why.

This is a revised proposal to include multiple delivery modalities for a long-standing course. Some sections of this course may be offered online to allow students who do not live in the Charleston, IL area to enroll in the course. Adding online sections will enhance the availability of this course to students who may be working, needing a course that works within their schedule, or allowing students who return home for the summer term to sign up for the course.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions. Senior Seminars require the student must have 75 credit hours.

3. **If the course is similar to an existing course or courses, justify its development and offering.**
 - a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

While there is similarity of some topic areas with other university courses, the focus on the meaning of the body and health in contemporary society is unique to this seminar.

- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective**

This course will not be required in any majors or programs; however, it may be used to fulfill the requirement for the general education senior seminar.

- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:**
2. This course may be taught by: Dr. Julie Dietz, Dr. Dejan Magoc, Dr. Misty Rhoads, Ms. Anita Sego or any qualified instructor of the Health Studies department. Online sections may be taught by faculty who have met the technology delivered policy of CAA.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

3. **Additional costs to students:** None

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

4. **Text and supplementary materials to be used (Include publication dates):**

Bakhshi, S. (2011). Women's body image and the role of culture: A review of the literature. *Europe's Journal of Psychology*, 7(2), 374-394.

Cortese, A. (2007). *Provocateur* (3rd ed.). Lanham, Maryland.

Gillen, M., & Lefkowitz, E. (2011). Body size perceptions in racially/ethnically diverse men and women: Implications for body image and self-esteem. *North American Journal of Psychology*, 13(3), 447-467.

Haas, C., Pawlow, L., Pettibone, J., & Segrist, D. (2012). An intervention for the negative influence of media on the body esteem. *College Student Journal*, 46(2), 405-418.

Monaghan, L. (2005). Big handsome men, bears, and others: Virtual constructions of 'fat male Embodiment.' *Body & Society*, 11(2), 81-111.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

There will not be a community college course judged equivalent.

PART VII: APPROVALS

Date approved by the department or school: 11/9/12

Date approved by the college curriculum committee: 11/26/12

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: 01/24/13 CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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