

BODY IMAGE AT AN ALL-WOMEN'S COLLEGE

“Culture of Thinness”:
An Examination of the Factors That Influence Body Image at an All-Women's College

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Abstract

The focus of this study was body image at an all women's college and the factors that contribute to beliefs on body image. This study was done at Saint Mary's College, located in Notre Dame, Indiana. The research questions explored the existence of a culture of thinness on campus. The research consisted of a review of the research published on media and societal influence as well as studies done on all-women's colleges. Surveys were given asking questions pertaining to one's own thoughts on body image as well as the pressures felt from others to have a specific physical appearance. The sample consisted of 34 students from the sophomore, junior and senior classes. The findings indicate the upperclassmen are more likely to believe there is a culture of thinness on campus at Saint Mary's. The findings of the study were linked to the theory on the social construction of reality and the influence of others on what a person perceive as a norm.

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The topic of body image has been a major area of study recently. Many people are worried about the images that are portrayed through various media outlets and the affect it has on the ways in which people interrupt these images and allow them to affect their perceptions of the world and themselves. This is a study done on the thoughts of body image at an all women's college to study the effect of having the constant presence of many women on the ways in which women feel about body image.

Saint Mary's College was founded in 1844 and at its core is that it is a single sex education institution. The question asked in this research was if a culture of thinness exists at Saint Mary's and if so what attributes to it. A culture of thinness, for the purpose of this research, is defined as the need or desire to have a thin body image in order to be socially accepted. It is hypothesized that social expectations on campus and media influences on the 'thin ideal' create a culture of thinness at Saint Mary's College.

LITERATURE REVIEW

Changing Views on Body Image and Pressures from the Media

Body image and the ways in which females view themselves have changed significantly over the years. Brumberg (1997) discusses the changes in society by illustrating changes in dress from corsets a century ago to cover all things up to present day in which young girls wear thong bikinis. The changing structures of the family, as well as new forms of media constantly emerging helped to develop views of body image. As television and print became common in American households, women began to see images everyday of what the media considered beautiful. Brumberg (1997) found before the shift of the importance of inner beauty to the importance of outer beauty and

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impeding media influence, women wrote journal entries more about their duties towards helping others instead of improving their appearance.

One way in which the media has shaped this change is the current obsession with fitness magazines, videos, and other various products. Dworkin and Wachs (2009) attest to the idea that in fitness magazines and other forms of media the ideal body, for both men and women, is one that does not contain any fat. Fitness magazines, along with other types of print media, have contributed to the emphasis of one body ideal. Silverstein, Perdue, Peterson, and Kelly (1986) argue that middle-aged women have seen the portrayal of other women in the media as being very thin and not having 'curves' since a very young age. They continue by saying this may be responsible for the increase number of women with eating disorders today. Hawkins, Richards, Granley, and Stein (2004) discovered that increased amounts of exposure to the thin ideal in the media have led women to increased body dissatisfaction. As more forms of media have emerged, it is easier for members of the population, including the students at Saint Mary's College, to be exposed to images of the thin ideal, which have a more influential impact on body image.

The Role of Societal Factors on Body Image

While media and societal influences often go hand and hand, the role in which sociocultural factors influence body image is an important concept. Montreath and McCabe (1997) found that a large percentage of women, when comparing themselves to societal ideals, thought themselves to be physically larger than this ideal. What causes women to distinguish themselves this way? Clay, Vignoles and Dittmar (2005) assessed

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the influence of societal factors such as media and peer influence on young women. They found that young girls are the cohort that is most susceptible to the influences of society. Additionally, Tiggemann and Miller (2010) studied the effects of the internet on young girls and found that the appearance of thin models are associated with internalization of thin ideals, dissatisfaction with weight, and the desire to be more thin. They also found that females are most influenced during their adolescent years and these influences are more likely to stick with girls and women as opposed to boys and men. Thus, if females are exposed to increased amounts of peer influence as well as various media outlets advertising very thin models as adolescent girls and young women, later in life as women they are more likely to still be influenced by these ideals.

History of All-Women's Colleges and Their Demographics

While all-women's colleges may seem archaic, they were once a prominent feature around the United States. Schier and Russett (2002) found that religious women have founded two hundred plus college within the last one hundred years. Single-sex institutions have specific demographics of who attend, or have attended, these institutions. The most noticeable demographics can be categorized by religious and economic backgrounds. Miller-Bernal and Poulson (2006) found that single sex institutions are more often than not separated by religious or ethnic groups. Another facet that plays into the composition of the typical all-women's college student is economic status. These researchers also found that there is a great difference in the wealth level between public and private as private schools historically are more expensive to attend.

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While financial aid has increased dramatically over the years, tuition for single sex private schools is still above the national average.

Another bias that is added to the equation of students at all women's colleges is race. Cash and Green (1986) found, in a study done on the changing of body images in all-women's college students, that 86 percent of the women interviewed were white. This alludes to the idea that the women who attend these colleges, such as Saint Mary's College, are typically upper or middle-upper class white women. This demographic allows for the idea that women of these means are often the target of the media outlets that are portraying the images of extremely thin models. In addition to race and income being factors of the students at all women's colleges, the influence of peers is also increased. Paquette and Raine (2004) found that women's body satisfaction is significantly pressured by relationships with others including their partners and other women. They continued by stating that body image was not so much influenced by the exact comments others made but by the way in the women interpret the comments. These results are relative because of the constant presence of other women as well as these other's women's comments that happen at Saint Mary's. The availability of media outlets as well as the direction of those media outlets to majority population at all-women's colleges as well as the influence of peers on body image of women allows for an all women's college to be a prime location to conduct research on the societal factors that influence what they see as the ideal body image.

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THEORY

In the twentieth century, society as a whole underwent many changes as the roles and definitions of genders changed. Berger and Luckmann (1966) wrote about the social construction of reality and how social order is based off of social interactions. Judith Lorber (1994) applied social construction theory specifically to gender and examined how the roles of men and women are socially constructed. Social construction theory can be applied to examine how students at Saint Mary's College construct their ideal body image.

The Social Construction of Reality

Berger and Luckman (1966) claim the way in which people see themselves in society is based upon socially constructed 'frames'. Because humans are social beings in nature, societies form out of human interactions. From these social interactions, a social order is formed.

Social order is not biologically given or derived from any biological data in its empirical manifestations...both in its genesis (social order is the result of past human activity) and its existence in any instant of time (social order exists only and insofar as human activity continues to produce it) it is a human product. (52)

Berger and Luckmann argue that society has become the way it is because of humans. Society is a pattern of social interactions, which Berger and Luckmann believed started as habits. Individuals repeat social behaviors until they become habits when others imitate these habits; thus, the behaviors become "habitualized" or new social norms (1966). As time goes on, these actions become somewhat of a tradition among people. These 'norms' tell the people what should and should not be done in certain situations and what

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is the correct way to act in a certain role. In this specific case, the way in which society views the ideal body is due to the fact that not only have humans created what they think is the ideal, but also because this is what we have come to see as a norm because of habit. It is not relevant whether a person understands these traditions of social order. The important aspect of the social order is it has been established as the reality. In addition to this, Berger and Luckmann (1966) argue that objectification, or process of which things become objects, causes certain roles to form. One of these roles is that of gender.

The Social Construction of Gender

Judith Lorber (1994) builds on the social construction theory of Berger and Luckmann, but she focuses on gender as a socially constructed concept. Lorber states, "Gender is so much the routine ground of everyday activities that questioning its taken-for-granted assumptions and presuppositions is like wondering about whether the sun will come up" (1994:p. 1). She distinguishes between a socially constructed gender and biologically determined sex. For Lorber, gender groupings form out of sex groupings based on social markers such as dress and naming.

Lorber argues that humans tend to categorize others based on socially defined masculine or feminine characteristics. There is not biological "femaleness or maleness," but gendered expectations and norms. While individuals may deviate from the gender norms dichotomy, the majority of people fit one category or the other. By following the socially constructed gender rules and norms society has created fittingly we, as a society, are-at the same time- responsible for the authenticity and reality of society's sanctions (1994:p 15). Gender constructs have many possible repercussions for society. For

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example, in the United States many people believe women belong in the home because they are biologically suited for raising children and running a household, without recognizing that gender roles are socially constructed and men can equally well raise children or clean a house. To this, Lorber states: "As a social institution, gender is a process of creating distinguishable social statuses for the assignment of rights and responsibilities. As part of a stratification system that ranks these statuses unequally, gender is a major building block in the social structures built on these unequal statuses" (1994: p 20)

The theory of gender as a social construction helps in understanding the changing roles of women in America. The feminist movement, during the 20th century, in particular has changed the society in which we live in today. One specific location that has seen many changes due to feminism is Saint Mary's College. . One illustration as to how the students at Saint Mary's College adapted to traditional roles and norms in the past include the fact that they wore uniforms that were made not to be revealing. Women were sent to Saint Mary's by their family in order to finish their education that would make them better wives and mothers. In other words, the social institution of college reflected the socially constructed nature of gender roles. While the school was founded based on traditions, such as the gender roles of women in society, as society underwent change so, too, did the educational institution that was preparing those women

In order to understand the current social constructs about women's roles and behaviors, this research project will conduct a survey of students at Saint Mary's College. The focus of these questions will be the issue body image and how the social construction

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of reality and gender affect how women at Saint Mary's College construct their ideas of the ideal body image.

METHODOLOGY

For this research project, a survey was used to collect data. The survey was posted on Survey Monkey. Students as well as faculty members were asked to take the survey with an invitation that was placed either on their dorm room door or in their mail boxes. After it was seen that the sample was very small, participants were invited to take the survey through a Facebook group that was closed off to only Saint Mary's College undergraduate students. Participants were asked questions about the pressures of weight and physical appearance at Saint Mary's based on their points of view. Participants were also asked whether they feel pressure to be a certain weight at Saint Mary's, and if they answered they were asked why. To this extent, the question was asked if this pressure was due to the participants' own perceptions or the perceptions of others. The amount of time students spent in the gym as well as watching different media outlets per week was also asked. Open-ended questions were asked directing participants to describe what the typical Saint Mary's College Student physically looks like, and if they believed this image to also be true to females students who attended coeducational institutions. Also, it was asked if the inability of people to conform to these standards causes students to become hostile or to feel exiled in anyway. A copy of the questions is attached in the appendix.

The sample consisted of 34 of the Saint Mary's College student body from the class of 2013, 2012 and 2011. Of the 34 participants who participated in this survey 16

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identified Indiana was their home state, 10 were from Illinois, 3 reside in Ohio, and 1 participant resided in each of the following states: Michigan, Wisconsin, Texas, Pennsylvania, and Georgia. From this participants were asked if they considered their hometown to be an urban, suburban, or rural setting. Twenty-nine responded with suburban, four answered rural, while one answered urban. Of the 32 responses to the question of racial affiliation, 31 classified themselves as white while 1 person classified themselves as Asian American. Five participants were English majors, four Communication Studies majors, one social work major, three nursing majors, two chemistry majors, one psychology major, five biology majors, five elementary education majors, two accounting majors, one business major, two political science majors, one history major, one math major, one art major, one sociology major, and one religious studies major. Of these two of them considered themselves double majors.

The survey was constructed in sections with a beginning, middle, and end so as to help the women taking the survey to be able to follow the questions easily. The questions were asked in the order of demographics and background information first, followed by yes/no and short answer questions and concluded with open-ended questions so as to not confuse to the participants and also to help get the most beneficial answers to the researcher.

The identities of the participants were not recorded at any time in the survey. The advantages to doing a survey is that with the topic of body image, many people may be sensitive to questioning, however this survey allowed them to remain completely anonymous. Surveys also allow for a large more diverse sample as to give the most

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beneficial responses. The major disadvantage of this survey is further explanation of the answers given was not possible. Also, surveys only allow for surface answers and can have lack of depth to the answers.

FINDINGS

Please note that not every participant answered every question. This is specified with each question. When asked if participants had ever taken courses that pertained to gender roles 16 answered yes (47.1 percent) while 18 answered no (52.9 percent). Next, it was asked how many meals, on average, were eaten in the dining hall on campus per week the majority of students, 15, answered zero to three meals (44.1 percent) while three said four to seven meals (8.8 percent), eight answered eight to eleven (23.5 percent), seven said 12-15 (20.6 percent) and one responded with 16 or more meals (2.9 percent). The majority of people felt this was either below average or about average with 17 (50.0 percent) and 15 responses (44.1 percent) respectfully. Two students (5.9 percent) classified their previous response as being higher than average. Next, the participants were asked how many hours, on average, they worked out. Twenty one participants (61.8 percent) answered with 0-3 hours, nine (26.5 percent) responded with four to seven, two (5.9 percent) answered with each 8-11 and two (5.9 percent) answered 12+ hours per week. Once again, the majority of participants felt their responses were either lower than average or about average with 17 responses (50.0 percent) and 14 responses (41.2 percent) while three people felt their answers were higher than average (8.8 percent). The responses are illustrated in table one.

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Table 1: Average Amount of Time Spent Working Out Weekly

Hours spent working out per week on average	Responses
0-3	21 (61.8%)
4-7	9 (26.4%)
8-11	2 (5.9%)
12+	2 (5.9%)
Total	N=34 (100.0%)

Fifty three percent of participants said they have attended at least one fitness class at Saint Mary's College (18 respondents) while 47 percent (16 respondents) said they have not attended a fitness class. The next questions pertain to the amount of media participants were exposed to on average each week. Ten people (29.4 percent) answered they watched zero to two hours of television per week, 17 (50.0 percent) answered three to five hours, five (14.7 percent) answered six to eight hours, and two (5.9 percent) answered nine or more hours of television per week. Results can be seen in table two.

Table 2: Amount of Television Watched per Week on Average

Hours of Television Watched per Week on Average	Responses
3-5	17 (50.0%)
0-2	10 (29.4%)
6-8	5 (14.7%)
9+	2 (5.9%)
Total	N=34 (100.0%)

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Next, it was asked how much impact the participants felt the media plays on the ideal body image. Twenty-five (73.5 percent) responded with the media have a high impact on the ideal body image while two (5.9 percent) responded that it has a medium impact and one (3.0%) responded with low impact. Six people (17.6%) did not answer this question. Results can be seen in table three.

Table 3: Opinion on the Impact of Media on Body Image

Impact of Media on Body Image	Responses
High Media	25 (73.5%)
No Answer	6 (17.6%)
Medium Impact	2 (5.9%)
Low Impact	1 (3.0%)
Total	N=34 (100.0%)

The final question in this section asked how important the opinion of friend on issues and thoughts about the participants body image. Two respondents (5.9 percent) answered with not at all important, six (17.6 percent) answered with somewhat unimportant, seven (20.7 percent) answered with neither important nor unimportant, thirteen (38.2 percent) answered with somewhat important and six (17.6 percent) answered with very important. This data can be seen in table four.

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Table 4: Importance of Friends' Opinion on Body Image

Opinion of Friends on Body Image	Responses
Somewhat Important	13 (38.2%)
Neither Important nor unimportant	7 (20.7%)
Very Important	6 (17.6%)
Somewhat Umimportant	6 (17.6%)
Not Important At All	2 (5.9%)
Total	N=34 (100.0%)

The first open-ended question asked the participants to describe their ideal body image. Four participants (11.9 percent) responded by using the word 'fit', two (5.8%) used the phrase 'being comfortable', three (8.9 percent) made reference to a specific size, two (5.8 percent) compared the ideal body image to specific celebrities, three (8.9 percent) used the phrase "curvy", 15 (44.1 percent) used the phrases 'thin' or 'toned', two (5.8 percent) made reference to a specific weight, and one describe the ideal body as someone with 'big boobs', shown in table five below. Two people (5.8 percent) did not answer this question.

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Table 5: Ideal Body Image Description

Description of Ideal Body Image	Responses
Thin or Toned	15 (44.1%)
Fit	4 (11.9%)
Specific Size	3 (8.9%)
Curvy	3 (8.9%)
Celebrity Reference	2 (5.8%)
Being Comfortable	2 (5.8%)
Specific Weight	2 (5.8%)
No Answer	2 (5.8%)
Having Big Boobs	1 (3.0%)
Total	N=34 (100.0%)

Next, it was asked to describe what the typical Saint Mary's student looks like. Five people (14.6 percent) answered that there is no typical look for the students, 11 (32.3 percent) used the word 'average' to describe the look of students. Nine people (26.4 percent) used the phrases 'thin' and 'skinny' to describe the typical Saint Mary's woman, while four (11.9 percent) used the phrases 'fit' or 'toned'. One person (3.0 percent) made reference to the clothing student may wear; one response (3.0 percent) was in reference to specific body parts, and one (3.0 percent) used the term 'overweight'. Two participants (5.8 percent) did not answer this question. Answers can be seen in table six below.

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Table 6: Saint Mary's Student 'Typical Look'

Typical Look of a Saint Mary's Student	Responses
Average	11 (32.3%)
Thin or Skinny	9 (26.4%)
No Typical Look	5 (14.6%)
Fit or Toned	4 (11.9%)
No Answer	2 (5.8%)
Specific Clothing	1 (3.0%)
Specific Body Parts	1 (3.0%)
Overweight	1 (3.0%)
Total	N=34 (100.0%)

Next, the participants were asked if they felt this was the same look of women at co-educational institutions. Of the 32 responses 15 (44.1 percent) answered yes, 14 (41.2 percent) answered no and three (8.9 percent) were unsure. Two participants did not answer this question (5.8 percent). Of the 14 that answered no, four (28.6 percent) of the respondents made reference to having more pressures at a co-educational institution due to the presence of the opposite sex. The participants were then asked if they felt a culture of thinness existed at Saint Mary's College and why or why not. Of the 25 responses, 20 (58.9 percent) answered yes and five (14.7 percent) answered no with 9 participants skipping the question (26.4 percent). The majority of the yes responses were because they felt they are always being compared to the other women on campus. Other reasons

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included the need to impress Notre Dame men, the pressure to be thin, and the influence of the media. Of the no responses, the only reason given was it is more comfortable specifically because it is all women. Next the women were asked to rank the following societal factors on impact on body” media, socioeconomic status, single sex institution, religion, race/ethnicity, other. Twenty people (58.9 percent) ranked media as first, five (14.6 percent) ranked socioeconomic status first, six (17.7 percent) ranked single sex institution as number one, and one person (3.0 percent) ranked other as first, and two (5.8 percent) did not respond. Results can be seen in table seven below.

Table 7: Societal Factors Impact on Body Image

Impact of Societal Factors on Body Image	Responses
Media is most important	20 (58.9%)
Single sex institution is most important	6 (17.7%)
Socioeconomic status is most important	5 (14.6%)
No Answer	2 (5.8%)
Other is most important	1 (3.0%)
Religion	0 (0.0%)
Race/Ethnicity	0 (0.0%)
Total	N=34 (100.0%)

Next is was asked if the students felt they had been judged by fellow students or faculty members while they were students at Saint Mary’s. Twenty people (58.9 percent) responded with yes while 12 (35.3 percent) answered no and two students (5.8 percent)

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did not answer. The last question asked the student's if they had felt increased pressure to have a certain physical appearance in order to fit in at Saint Mary's. Sixteen (47.1 percent) responded with yes and 16 (47.1 percent) responded with no. Two participants (5.8 percent) did not respond.

DISCUSSION

The results of this study illustrate that a culture of thinness does exist at Saint Mary's. Students describe themselves primarily as being outgoing, intelligent, and determined, but none of the women surveyed described themselves as being comfortable with the way they physically look. A notable difference was evident between upperclassmen and underclassmen. Of the three underclassmen responses one felt there was not a culture of thinness while two did not answer. However, once students reached the upperclassmen status, overwhelmingly indicate that a culture of thinness is present at Saint Mary's. This may occur because upperclassmen have spent more time around their fellow students and have become more competitive with those fellow students. Another possibility is that upperclassmen have been at Saint Mary's longer and have had more exposure to the culture of thinness that exists on campus. A third possibility is that older students have simply had more exposure to media image of 'ideal' body types.

On topics that referred to the people's perception of body image, participants often felt that they had been pressured in one way or another to look a certain way while they have attended Saint Mary's. The students felt the need to have certain body types as well as wear certain clothes and have certain accessories because the other students on campus wear these things or look this way and this in turn directs the students on how

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they should look. This further attests to a culture of thinness existing because women are more likely to be influenced by their peers and colleagues. Thus, constant presence of other female students and faculty members adds pressure to have a specific physical body image.

This study also brought to light the importance of others' opinions on participants' body image. The majority of respondents answered that the opinion of their peers was very important. They also responded that since the participants had been students at Saint Mary's they felt they had been judged on their body at one time or another. The information given in this survey is extremely important in understanding the ways in which students at Saint Mary's view themselves, others around them, and the college as an institution. As Saint Mary's is an all women's college, it can be assumed that the interactions with women are constant and often helps to form the roles in which students find themselves on a day-to-day basis and that these interactions may be more powerful in shaping students' ideas about body image than interactions at a coeducational institution.

These findings illustrate how 'ideal' body images are social constructed. Social construction theory of reality was originally described by Berger and Luckmann (1966). The researchers theorized that what each person sees as reality, and their peers and the opinion of others form what is real. Further, the theory states our interactions with people construct everything we believe to be true or hold value to in society. These beliefs then form into social norms and then we, as members of a society, follow them so that we may be socially accepted and not considered outcasts. Here, on campus at Saint Mary's, the

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culture of thinness that was discovered through this study attributes to the social construction of reality in that the factor that contribute to the culture of thinness are all socially constructed.

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Appendix

INFORMED CONSENT

You are invited to participate in a study of body image. You have been chosen to participate in this study because of your current enrollment as a student at Saint Mary's College. The purpose of this study is to see what factors contribute to the ideas of body image at an all women's college. Your input and participation will assist in determining if there is a culture of thinness at Saint Mary's.

You will be asked to complete a survey on the website Survey Monkey. During the survey, questions asked will relate to your personal background and your experiences as a student at Saint Mary's. I ask you to answer honestly because I am very interested in your honest opinion. All the surveys will remain anonymous, as no names will need to be given by participants.

All the comments you make will be anonymous. At no time will you be asked to reveal your identity, and any answers you give will be kept confidential. Your answers, combined with answers from other students, will be used to assess the impact of various factors on body image.

If you are uncomfortable in participating, you do not have to participate. Furthermore, you are free to stop participating in this study at any time by simply closing out of the browser window.

If you have questions about the interview, this form, or the overall research, please ask me (Kelli Minor). I will be happy to answer any questions you may have. You may reach me at 269-760-4345. You may also contact my faculty supervisor, Dr. Carrie Erlin, at any time. Her phone number is 574-284-4887. Results will be available to the public and if you wish to obtain a copy please contact me and arrangements can be made.

You are making a decision about whether or not to participate. Your consent indicates that you have read this information and have decided to participate in the study. You may withdraw at any time should you choose to do so, and, if you withdraw, your comments will not be included in the results. **Please keep a copy of this form for your records.**

By selecting the "yes" button, I hereby give my consent to participate as a volunteer in this study. I have been informed of the general nature and purpose of the study, and the expected duration of my participation has been explained. Possible benefits of this study have been described to me. I have been told of the extent to which

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confidentiality of the records identifying me will be maintained. I have been instructed whom to contact for answers to my questions about this exercise. I understand that my participation is voluntary, that refusal to participate will involve no penalty, and that I may discontinue my participation at any time.

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SURVEY QUESTIONS

Section I: Background Information and Demographics

1. Where are you from (i.e. hometown)?
2. What graduating class are you currently a member of?
 - a. Freshmen (Class of 2014)
 - b. Sophomore (Class of 2013)
 - c. Junior (Class of 2012)
 - d. Senior (Class of 2011)
 - e. Other _____
3. What is your racial affiliation?
4. What is your major (or intended major)?
5. Describe yourself in six words or less.
- 6.

Section II: Yes/No and Short Answer Questions

7. While attending Saint Mary's, have you taking any courses pertaining to gender roles in the media? (I.e. Women's Studies, Popular Culture, etc.)
8. How many times, on average, do you eat in the dining hall on campus per week?
9. How many times, on average, do you go to the gym per week?
10. Do you feel this is higher than the average person, about the same as the average person, or less than the average person?
11. Have you ever attended a fitness class on campus at Saint Mary's?
12. How much television do you watch per week on average?
13. How important is the opinion of your friends on issues and thoughts about your body image? (1 being not important at all and 5 being extremely important)

Section III: Open-ended questions

14. Describe your idea of the ideal body image.
15. In your opinion, what does the typical Saint Mary's student physically look like?
16. Do you feel that this is the same look that women at co-educational institutions have?
17. In your opinion, how much of an impact do media play on the ideal body image? (No Impact, Low Impact, Somewhat of an Impact, High Impact)

BODY IMAGE AT AN ALL-WOMEN'S COLLEGE

18. Do you feel there is a culture of thinness at Saint Mary's?

-If yes, what do you think contributes to this?

-If not, why not?

19. Do you feel you have been judged on your body type by fellow students while you have attended Saint Mary's?

-If yes, how?

-If not, why do you think you have not been?

20. Do you feel pressure to have a certain physical appearance to fit the Saint Mary's student profile?

*Participants will be asked if there is anything else they would like to add at this time.