

CECP 835/CPED 573: Fat Studies & Health at Every Size Section 2

CREDITS: 1

INSTRUCTOR: Sarah Alexander, LCSW

CLASS DATES & TIMES: Friday: May 20, 2022 from 1pm to 6pm
Saturday: May 21, 2022 from 1pm to 6pm
Sunday: May 22, 2022 from 1pm to 6pm

CATALOGUE DESCRIPTION

Explores the interdisciplinary field of scholarship in Fat Studies that aims to debunk weight-centric misconceptions and counter mainstream narratives. Examines fat bias, fat shame and weight-based oppression as a social justice issue that intersects with other systems of oppression. Introduction to the paradigm of Health at Every Size (HAES), a weight-neutral approach to health promotion that emphasizes size diversity, intuitive eating, and joyful movement. HAES is also an important paradigm in working with people who experience disordered eating.

COURSE STRUCTURE

This course is required for completion of the L&C Eating Disorders Certificate. L&C students may also take the course as an elective. This one-credit course meets across three consecutive days from 1:00 pm to 6:00 pm and includes self-directed activities outside of the class sessions. The course will balance didactic presentation with potential for group activities, video presentations, and guest speakers. The course includes readings from texts and participation in in-class activities.

COURSE OBJECTIVES

At the end of the course, students will be able to:

1. understand body size and weight as socially constructed, and differences as subject to privilege and discrimination;
2. understand the role of the dominant discourse in evaluating body size;
3. deconstruct dominant discourses on body size and weight;
4. critically evaluate the credibility of weight-relation claims about health;
5. deconstruct the idea of health and “obesity;”
6. learn to use weight neutral approaches to health, especially in the treatment of clients with eating disorders.

Required Texts: There are no required texts out of consideration for students’ time and financial constraints. If the material covered in class lights you up, however, there is a growing number of really good texts I recommend you take the time to immerse yourself in. They will change how you view not only fat, but the intersections of fat with race, gender, sexuality, socio-economic status, and ableness. These form the foundation of what drives Diet Culture, yet are rarely consciously understood.

Recommended Texts:

Bacon, L. (2010). Health at every size: The surprising truth about your weight. Dallas, TX: BenBella Books, Inc.

Bacon, L. & Aphramor, L. (2011). Weight science: Evaluating the evidence for a paradigm shift. *Nutrition Journal*, 10(9), 1-13. (Can be found free online at: <https://nutritionj.biomedcentral.com/articles/10.1186/1475-2891-10-9>)

Bacon, L. (2020). *Radical belonging: How to survive and thrive in an unjust world (while transforming it for the better)*. Dallas, TX: BenBella Books, Inc.

Barry et. Al. (2014). Fitness vs fatness on all-cause mortality: A meta-analysis. *Progress in Cardiovascular Disease*, 56, 382-390.

Cooper, C. (2016). *Fat activism: A radical social movement*. Bristol, England: HammerOn Press.

Cox, J. A. (2020). *Fat girls in black bodies: Creating communities of our own*. Berkeley, CA: North Atlantic Books.

Farrell, A. E. (2011). *Fat shame: Stigma and the fat body in American culture*. New York: New York University Press.

Griffith, R. M. (2004). *Born again bodies: Flesh and spirit in American Christianity*.

Harrison, D. L. (2021). *Belly of the beast: The politics of anti-fatness as anti-blackness*. Berkeley, CA: North Atlantic Books.

Harrop, E. N. (2018). Typical-atypical interactions: One patient's experience of weight bias in an inpatient eating disorder treatment setting. University of Washington. HHS Access Author Manuscript.

Matz, J. & Frankel, E. (2014). *Beyond a shadow of a diet: The comprehensive guide to treating binge eating disorder, compulsive eating, and emotional overeating (second edition)*. New York: Routledge.

Pershing, A. & Turner, C. (2018). *Binge eating disorder: The journey to recovery and beyond*. New York: Routledge.

Rothblum, E. & Solovay, S. (Eds.) (2009). *The fat studies reader*. New York, NY: New York University Press.

Shaw, A. E. (2006). *The embodiment of disobedience: Fat black women's unruly political bodies*. Lanham, MD: Lexington Books.

Strings, S. (2019). *Fearing the black body: The radical origins of fat phobia*. New York: New York University Press.

Taylor, S. R. (2021). *The body is not an apology: The power of radical self-love (second edition)*. Oakland, CA: Berrett Koehler Publishers.

Tomiyama, A. J., Ahlstrom, B. & Mann, T. (2013). Long-term effects of dieting: Is weight loss related to health? *Social and Personality Psychology Compass*, 7(12), 861-877.

Tomiyama, A. J., Carr, D., Granberg, E. M., Major, B., Robinson, E., Sutin, A. R., & Brewis, A. (2018). How and why weight stigma drives the ‘obesity’ epidemic and harms health. *BMC Medicine* (2018) 16:123.

Tribole, E. & Resch, E. (2020). *Intuitive eating: A revolutionary anti-diet approach* (fourth edition). New York: St. Martin’s Publishing Group.

Tyler, I. (2018). Resituating Erving Goffman: From stigma power to black power. *The Sociological Review Monographs*, 66(4), 744-765.

Tylka et al. (2014). The weight-inclusive versus weight-normative approach to health: Evaluating the evidence for prioritizing well-being over weight-loss.” *Journal of Obesity*, 1-18. (Can be found free online at: <https://www.hindawi.com/journals/job/2014/983495/>)

COURSE REQUIREMENTS AND EVALUATION

Assignments

1. Three 1-page reflection papers (one for each day of class). Possible prompts:
 - a. What about this material lights you up?
 - b. What do you want to know more about?
 - c. What isn’t making sense?
 - d. How might you apply this material to your own personal or professional life?
2. One 3-5 page paper due 1 week after last class (i.e. due by 6pm on Sunday 5/29/22).
Choose **ONE** of the following options:
 - a. Option 1: Read one or more of the recommended texts listed in the syllabus and write a 3-5 page paper about a new concept you learned and whether it is something you would recommend to clients.
 - b. Option 2: Apply what you learned in class in session with a client and write a 3-5 page paper about the experience.
 - c. Option 3: Create a 3-5 page list of at least 3 categories of resources for fat people (possibilities include: self-esteem, fitness, fashion, socializing, medical care and/or advocacy, anti-discrimination, theater, dance, music, poetry, fiction, magazines, film, art) and write a brief paragraph about each of the resources you include in your list to evaluate its benefits and/or deficits. Include local (Oregon/Washington) as well as national and/or global sources.

Evaluation Criteria

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| Class Participation | 20% |
| Three 1 Page Reflection Papers | 30% |
| One 3-5 Page Paper | 50% |

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| 90-100% | A |
| 80-89% | B |
| 70-79% | C |

Important Note about Grades:

- 1) Class Participation:

- a. If you don't speak up in class, your participation grade is impacted. So, if you want a participation grade higher than a C, please ask questions and share your insights during class (not just in the introductions and small breakout groups).
 - b. If you know that you have a situation that is going to result in coming in late or leaving early from class it is important that you make arrangements with me **AHEAD OF TIME** for that. The only exceptions made to that rule would require a doctor's note.
- 2) The three 1-page Reflection papers are pass/fail grades.
- a. If you hand them in **ON TIME** (i.e. by 1pm the day following each day of class), you get an A/pass on them.
 - b. If you hand them in late (or don't hand them in at all) you get an F/fail on them.
 - c. When you email them to me, I will email you a response back indicating I've gotten them. If you don't get an email response from me by 15 minutes before the deadline, I haven't gotten them.
- 3) The one 3-5 page paper is graded on content (i.e. A, B, C, D, F). I am not a hard grader, but I am strict about the following:
- a. If you know that you have a situation that is going to result in a late paper, it is important that you make arrangements with me **AHEAD OF TIME** for that. Without prior arrangements, a late paper will be reduced a letter grade for each 24-hour period it is late. The only exceptions made to that rule would require a doctor's note. When you email it to me, I will email you a response back indicating I've gotten it. If you don't get an email response from me by 15 minutes before the deadline, I haven't gotten it.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. **Missing more than ten percent of class time may result in failure to complete the class. This would be mean 1.5 hours for this 15-hour class (1 credit).** In case of extreme hardship (and also at the discretion of the instructor), a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

COURSE SCHEDULE

| Day 1: "The Context" | Readings | Homework |
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| 1pm-6pm: Explores the interdisciplinary field of scholarship in Fat Studies that aims to debunk weight-centric misconceptions and countering mainstream narratives. Examines fat bias, fat shame and weight-based | Bacon, L. (2010). Health at every size: The surprising truth about your weight. Dallas, TX: BenBella Books, Inc. Farrell, A. E. (2011). Fat shame: Stigma and the fat body in American culture. New York: New York University Press. Fraser, L. (2009). The Inner Corset: A Brief History of Fat in the United States. In E. | Required: 1-page reflection paper on Day 1 material (i.e. the overview of fat studies) emailed to me by 1pm on Day 2 (i.e. Saturday 5/21/22). |

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| <p>oppression as a social justice issue that intersects with other systems of oppression.</p> | <p>Rothblum & S. Solovay (Eds.), <i>The Fat Studies Reader</i> (pp. 11-14). Berkeley, CA: University of California Press.</p> <p>Gaesser, G. (2009). Is “permanent weight loss” an oxymoron? The statistics on weight loss and the national weight control registry. In E. Rothblum & S. Solovay (Eds.), <i>The Fat Studies Reader</i> (pp. xi-xxvi). New York: New York University Press.</p> <p>Harrison, D. L. (2021). <i>Belly of the beast: The politics of anti-fatness as anti-blackness</i>. Berkeley, CA: North Atlantic Books.</p> <p>Strings, S. (2019). <i>Fearing the black body: The radical origins of fat phobia</i>. New York: New York University Press.</p> <p>Tomiyama, A. J., Ahlstrom, B. & Mann, T. (2013). Long-term effects of dieting: Is weight loss related to health? <i>Social and Personality Psychology Compass</i>, 7(12), 861-877.</p> <p>Tomiyama, A. J., Carr, D., Granberg, E. M., Major, B., Robinson, E., Sutin, A. R., & Brewis, A. (2018). How and why weight stigma drives the ‘obesity’ epidemic and harms health. <i>BMC Medicine</i> (2018) 16:123.</p> <p>Wann, M. (2009). Fat studies: An invitation to revolution. In E. Rothblum & S. Solovay (Eds.), <i>The Fat Studies Reader</i> (pp. xi-xxvi). New York: New York University Press.</p> | |
| <p>Day 2: “The Tools”</p> | | |
| <p>1pm-6pm: Explores the interdisciplinary field of scholarship in Fat Studies that aims to debunk weight-centric misconceptions and</p> | <p>Bacon, L. & Aphramor, L. (2011). Weight science: Evaluating the evidence for a paradigm shift. <i>Nutrition Journal</i>, 10(9), 1-13.</p> | <p>Required: 1-page reflection paper on Day 2 material (i.e. the overview of HAES, IE, Attuned Eating, and Stages of</p> |

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| <p>countering mainstream narratives. Examines fat bias, fat shame and weight-based oppression as a social justice issue that intersects with other systems of oppression.</p> | <p>Matz, J. & Frankel, E. (2014). <i>Beyond a shadow of a diet: The comprehensive guide to treating binge eating disorder, compulsive eating, and emotional overeating</i> (2nd edition). New York: Routledge.</p> <p>Pershing, A. & Turner, C. (2018). <i>Binge eating disorder: The journey to recovery and beyond</i>. New York: Routledge.</p> <p>Tribole, E. & Resch, E. (2020). <i>Intuitive eating: A revolutionary anti-diet approach</i> (4th edition). New York: St. Martin’s Publishing Group.</p> <p>Tylka et al. (2014). The weight-inclusive versus weight-normative approach to health: Evaluating the evidence for prioritizing well-being over weight-loss.” <i>Journal of Obesity</i>, 1-18. (2013). Long-term effects of dieting: Is weight loss related to health? <i>Social and Personality Psychology Compass</i>, 7(12), 861-877.</p> | <p>Change) emailed to me by 1pm on Day 3 (i.e. Sunday 5/22/22).</p> |
| <p>Day 3: One More Tool + “The Practice”</p> | | |
| <p>1pm-6pm: Introduction to the paradigm of Health at Every Size (HAES), a weight-neutral approach to health promotion that emphasizes size diversity, intuitive eating, and joyful movement. HAES is also an important paradigm in working with people who experience disordered eating.</p> | <p>McLaren, K. (2010). <i>The Language of Emotions: What Your Feelings Are Trying to Tell You</i>. (Chapters 27, 6, then 17, 21, & 22)</p> | <p>Required: 1-page reflection paper on Day 3 material (i.e. overview of emotions as well as HAES and IE principles in clinical practice) emailed to me within 24 hours of class (i.e. by 1pm on Monday 5/23/22).</p> <p>Required: by one week after the last class (i.e. by 6pm on Sunday 5/29/22) email me your 3-5 page paper.</p> |

NON-DISCRIMINATION POLICY

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL ASSISTANCE

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

POLICY ON CHILDREN IN CLASS

Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitment to student, staff, and faculty parents.

- 1) All exclusively breastfeeding babies are welcome in class as often as necessary.
- 2) For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until this need has been met.
- 5) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.