

# **CECP 835/CPED 573: Fat Studies & Health at Every Size**

## **Section 1**

CREDITS: 1

INSTRUCTOR: Sarah Alexander, LCSW

CLASS DATES & TIMES: Friday: April 7, 2023 from noon to 5pm PST  
Saturday: April 8, 2023 from noon to 5pm PST  
Sunday: April 9, 2023 from noon to 5pm PST

### 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 noon to 5:00 pm PST** 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. & 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>)

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

Chastain, R, Metz, L. & Dodson, T. (2021). HAES Health Sheets. Retrieved from <https://haeshealthsheets.com/the-health-sheet-library/>

Chastain, R. (2021). Weight and Healthcare newsletter. Retrieved from <https://weightandhealthcare.substack.com/>

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

Cottom, T. M. (2019). *Thick: And other essays*. New York, NY: The New Press.

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

Ellis-Ordway, N. & Winter, V. R. (2022). Weight stigma as a violation of the NASW code of ethics: A call to action. *International Journal of Social Work Values and Ethics*, Vol. 19(1) 65-81.

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

Gordon, A. (2020). *What we don't talk about when we talk about fat*. Boston, MA: Beacon Press.

Griffith, R. M. (2004). *Born again bodies: Flesh and spirit in American Christianity*. Berkeley, CA: University of California Press.

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.

Henderson-Espinoza, R. (2022). *Body becoming: A path to our liberation*. Minneapolis, MN: Broadleaf Books.

Inacio et. al. (2014). The risk of surgical site infection and re-admission in obese patients undergoing total joint replacement who lose weight before surgery and keep it off post-operatively. *Bone Joint Journal*. 96-B(5): 629-635.

Kinavey, H. & Sturtevant, D. (2022). *Reclaiming body trust: A path to healing and liberation*. New York, NY: TarcherPerigee.

King, C. (2023). *The body liberation project: How understanding racism and diet culture helps cultivate joy and collective freedom*. Tiny Reparations Books.

Krishna, P. (2020). Is American dietetics a white-bread world? These dietitians think so. *The New York Times*. Retrieved from: <https://www.nytimes.com/2020/12/07/dining/dietitian-diversity.html>

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.

Morgan, J. N. (2018). *Fat and faithful: Learning to love our bodies, our neighbors, and ourselves*. Minneapolis, MN: Fortress Press.

O'Hara, L. (2018). What's wrong with the 'war on obesity'? A narrative review of the weight-centered health paradigm and development of the 3C framework to build critical competency for a paradigm shift. *Sage Journals*, 8(2). Retrieved from <https://journals.sagepub.com/doi/epub/10.1177/2158244018772888>

Pausé, C. & Taylor, S. R. (Eds.) (2021). *The Routledge international handbook of fat studies*. New York, NY: Routledge.

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

Piller, C. (2019). Dubious diagnosis: A war on "prediabetes" has created millions of new patients and a tempting opportunity for pharma. But how real is the condition? *Science*, 363(6431), 1026-1031.

Puhl, R. M., Latner, J. D., King, K. M., & Luedicke, J. (2013). Weight bias among professionals treating eating disorders: Attitudes about treatment and perceived patient outcomes. *International Journal of Eating Disorders*.

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

Rubino et. al. (2020). Joint international consensus statement for ending stigma of obesity. *Nature Medicine*, Vol. 26, pp. 485-497.

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

Siber, K. (2022). 'You don't look anorexic': New research shows that our assumptions about eating disorders are often wrong and that many larger-bodied people are starving themselves. *The New York Times Magazine*.

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

Szwarc, S. (2008). How we've come to believe that overeating causes obesity. *Junkfood Science*. Retrieved from: <http://junkfoodscience.blogspot.com/2008/02/how-weve-came-to-believe-that.html?m=1>

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 et. al. (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.

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/jobc/2014/983495/>)

Wilson, J. (2023). *It's always been ours: Rewriting the stories of black women's bodies*. New York, NY: Hachette Book Group.

## COURSE REQUIREMENTS AND EVALUATION

### **Assignments**

1. Three 1-2 page reflection papers (one for each day of class). These will not be graded on content. Rather, I use them to see how the material is landing with you. Possible prompts:
  - a. What about this material lights you up?
  - b. What questions are coming up for you?
  - c. What do you want to know more about?
  - d. What isn't making sense?
  - e. How might you apply this material to your own personal or professional life?
2. One 3-5 page final paper due **3 weeks after last class (i.e. due by 5pm on Sunday 4/30/23)**. **It is NOT a reflection paper**. This will be graded on content and graduate level work is expected, even from students taking this class for continuing education

credit. Neither APA or MLA format is required, but proper spelling, punctuation, grammar, 1-inch margins, and 12-point font are. Choose **ONE** of the following options:

- a. Option 1: Read one or more texts to dive deeper into an aspect of Fat Studies that interests you and write a 3-5 page paper about how it might apply in your work with your client population (or the client population you *want* to work with).
- b. Option 2: Apply what you learned in class in session with at least one client and write a 3-5 page paper about the experience. Identify the presenting issue(s); where the client is situated in the stages of change for moving from Diet Culture to Fat Liberation. Identify the interventions from class you applied with this client and their response(s). Discuss your assessment of the interaction within the context of what you learned in Fat Studies class.
- c. Option 3: Create a 3-5 page list of at least 3 categories of resources for fat people. Possibilities include: fitness, fashion, furniture, support groups, social events, gadgets to help fat people live more comfortably, medical care and/or advocacy, local HAES professionals (*besides* therapists and dieticians), fat liberation campaigns, theater, dance, music, poetry, fiction, blogs, podcasts, FB groups, magazines, film, art. Write a brief paragraph about each of the resources you include in your list to evaluate its benefits in the context of what you learned in Fat Studies class. Include local (Oregon/Washington) as well as national and/or global sources.

**Evaluation Criteria**

Class Participation	20%
Three 1-2 Page Reflection Papers	30%
One 3-5 Page Final Paper	50%

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. **Tip: if you are cautious about sharing your own thoughts with a larger group, then make sure you volunteer to read from the slides when I ask for volunteers; that counts as participation too.** I don't ask for volunteers often, though, so jump on it as soon as it's offered. I need to see you engaged to give you a grade better than C for participation.
  - c. 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 1-2 page reflection papers are not graded on quality of content (they are pass/fail grades).

- a. If you hand them in ON TIME, they are at least 1 full-page long (double-spaced), and they reflect your thoughts on the material we covered that day, you get an A/pass on them.
  - b. If you hand them in late, they are less than 1-full page long (double-spaced), and/or they don't include your thoughts on the day's material, you get an F/fail on them.
  - c. Tip: send them to me before you go to bed the night of the class. That way the material will be fresh in your mind and it will reduce the likelihood of forgetting to send it to me the next day. I don't like giving an F/fail for late papers, but I do it in order to protect my own time and energy.
  - d. 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 final 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, starting 1 minute past the date and time it is due. 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.
  - b. I give an F/fail grade to any paper not received by 48 hours after the date/time it is due. I don't like giving an F/fail for late papers, but I do it in order to protect my own time and energy.
  - c. This should go without saying, but you will get an F/fail grade for a paper that does not meet the minimum page requirement (yes, someone actually handed in a 2-page final paper once and expected to pass). If you're finding you have to "fluff" the paper to make it meet the minimum requirement, pick a different topic. There is plenty of rich, engaging material to choose from.

### 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

<p><b>Day 1: “The Context”</b></p>	<p><b>Readings</b></p>	<p><b>Homework</b></p>
<p><b>noon-5pm PST:</b> 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 oppression as a social justice issue that intersects with other systems of oppression.</p>	<p>Farrell, A. E. (2011). <i>Fat shame: Stigma and the fat body in American culture</i>. 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>Rothblum, E. &amp; Solovay, S. (Eds.) (2009). <i>The fat studies reader</i>. New York, NY: New York University Press.</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. &amp; 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., &amp; Brewis, A. (2018). How and why weight stigma drives the ‘obesity’ epidemic and harms health. <i>BMC Medicine</i> (2018) 16:123.</p>	<p><b>Required:</b> 1-2 page reflection paper on Day 1 material (i.e. “The Context”) emailed to me by <b>11am</b> on Day 2 (i.e. <b>Saturday 4/8/23</b>).</p>
<p><b>Day 2: “The Tools”</b></p>		
<p><b>noon-5pm PST:</b> 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</p>	<p>Bacon, L. &amp; Aphramor, L. (2011). Weight science: Evaluating the evidence for a paradigm shift. <i>Nutrition Journal</i>, 10(9), 1-13.</p> <p>Kinavey, H. &amp; Sturtevant, D. (2022). <i>Reclaiming body trust: A path to healing and liberation</i>. New York, NY: TarcherPerigee.</p>	<p><b>Required:</b> 1-2 page reflection paper on Day 2 material (i.e. “The Tools”) emailed to me by <b>11am</b> on Day 3 (i.e. <b>Sunday 4/9/23</b>).</p>

<p>also an important paradigm in working with people who experience disordered eating.</p> <p><u>Guest Speaker:</u> Bethany Batsell (yoga instructor)</p>	<p>Matz, J. &amp; Frankel, E. (2014). <i>Beyond a shadow of a diet: The comprehensive guide to treating binge eating disorder, compulsive eating, and emotional overeating</i> (2<sup>nd</sup> edition). New York: Routledge.</p> <p>Pershing, A. &amp; Turner, C. (2018). <i>Binge eating disorder: The journey to recovery and beyond</i>. New York: Routledge.</p> <p>Tribole, E. &amp; Resch, E. (2020). <i>Intuitive eating: A revolutionary anti-diet approach</i> (4<sup>th</sup> 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.</p>	
<p><b>Day 3: One More Tool + “The Practice”</b></p>		
<p><b>Noon-5pm PST:</b> Introduction to Language of Emotions and pulling all of the class material together via 3 case studies.</p>	<p>McLaren, K. (2010). <i>The Language of Emotions: What Your Feelings Are Trying to Tell You</i>. (<b>Chapters 27, 6, then 14 and 17</b>)</p>	<p><b>Required:</b> 1-2 page reflection paper on Day 3 material (i.e. One More Tool + “The Practice”) emailed to me within 24 hours of class (i.e. by 11am on Monday 4/10/23).</p> <p><b>Required:</b> by three weeks after the last class (i.e. by 5pm on Sunday 4/30/23) 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.