



## Gender and Women's Studies

UNIVERSITY OF WISCONSIN-MADISON

**Gen&WS 523: *Framing Fatness: Gender, Size, Constructing Health***

**Instructor: Dr. Katherine Phelps (call me Dr. Kate!)**

**Office hours: Tuesdays and Thursdays 2:30 to 3:30 p.m. and by appointment**

**Contact: [kphelps@wisc.edu](mailto:kphelps@wisc.edu)**

**Office: Sterling 3323**

**For virtual/online appointments: <https://katherine-7.youcanbook.me/>**

**3 Credit Course:** This intermediate level social science course fulfills the **social science** approach and health issue area and global issue area in the Gender & Women's Studies major.

**This class meets for two 75-minute class periods each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc.) for about 3 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.**

**Canvas Course URL: <https://canvas.wisc.edu/courses/295762>**

**Requisite:** Sophomore standing.

**Class/Seminar Time: Tuesdays and Thursdays 9:30 – 10:45 a.m.**

**Location: Sterling 2301**

### **Course Description**

“The word fat is not inherently bad. ... The only negativity that this word carries is that which has been socially constructed around it; our aversion is completely learned.”

– Jes Baker, AKA The Militant Baker

This course explores various aspects of identity politics and body politics such as gender, race, ethnicity, sexuality, ability, and citizenship status as they relate to and intersect with body size and constructions of fatness. We begin by understanding how fatness has been conceptualized over time, the formation of gendered body ideals, and the proliferation of “obesity” rhetoric. We investigate how fat individuals experience the social world, related to arenas such as the American health care system, and other societal institutions such as education, social welfare, immigration, and media. We will investigate and interrogate how the “obesity epidemic” came to be, how it is framed in the United States, and how it intersects with other systems like big pharma, the food industry, beauty industry, globalization, neoliberalism, and consumerism. This

class takes a critical approach in understanding fatness and body size as dimensions of difference that inform experiences of privilege and oppression.

### **Some Course Discussion Themes:**

Fat studies  
Body politics  
Gender disparities and healthcare  
History and evolutions of health/medicine  
Privilege, power, and social capital  
Systemic and individual discrimination  
Race and color  
Motherhood and pregnant embodiment  
Disabilities  
Citizenship  
Queer theory and embodiment  
Intersectionality/intersecting identities  
Social movements, activism, and body resistance

### **Course Learning Outcomes**

At the completion of this course, *undergraduate* students will be able to:

- Critically analyze and provide concrete examples of how fatness has been socially constructed in various institutions such as healthcare, medicine, beauty, and media, and how the meanings of fatness have changed over time and across identities (gender, race, class, sexuality, ability, etc.)
- Articulate various theoretical frameworks (fat studies, feminist theories, disability studies, queer theory, etc.) as they relate to fatness, embodiment, gender, and discrimination, and use them in application of concrete ideas
- Think, observe, and write critically and analytically and engage thoughtfully in analytic (rather than simply opinionated!) discussions
- Understand and engage in the process of conducting a literature review and complete a clear, well organized, and thoughtful academic paper or presentation that explores a particular area of scholarship related to fat embodiment
- Feel some joy, energy, and curiosity through the learning process!
- Understand the complexity and messiness of social movement and social justice work and recognize why we do it anyway.

At the completion of this course, *graduate* students will also be able to:

- Write a conference abstract and rationale of a project/paper that connects to the concepts/frameworks we explore in class and include external relevant literature/sources
- Do a 20-minute presentation on your area of research to share with the class as it relates to our course material

***If you are a graduate student, please make plans to meet with me within the first two weeks of the semester to discuss adjusted course expectations and assignments.***

### **REGULAR AND SUBSTANTIVE INTERACTION**

This course provides regular and substantive interaction by:

- *Participation in regularly scheduled learning sessions (where there is an opportunity for direct interaction between the student and the qualified instructor).*
- *Assessing or providing feedback on a student's coursework throughout the semester based on the expectations of the learning activities described in the assignments section of this syllabus.*
- *Provide personalized comments (in any medium) for an individual student's assignment or exam.*
- *Actively facilitate an online discussion.*
- *Instructor posts announcements, email, or social media check-ins about academic aspects of the class.*
- *Identify students struggling to reach mastery through observation of discussion activity, assessment completion, or even user activity and offer additional opportunities for interaction.*
- *Use of small working/study groups that are moderated by the instructor.*

### **Required Texts:**

***There is no textbook to purchase for this class. All class readings and viewings are available in PDF and web link form on our course Canvas page.***

### **Assignments and Grading:**

*Participation (250 points, 25% of overall grade):*

In this class, participation is crucial if you want to do well. This means accessing course readings and viewings, completing assigned readings and viewings on time, coming to class with questions and ideas related to the concepts we are discussing that day, and participating on any Canvas discussions if/when they are assigned. Anticipate between 60 to 80 pages of reading each week and some short viewings, sometimes more, sometimes less. Participation is a substantial part of your final grade. You are required to be in class and required to participate during class discussions and activities. This is a discussion-based course; I want to hear what YOU have to say!

Your active participation in class sessions is assessed as part of your grade for this class and makes up 25% of your final grade. During the first few classes, we will discuss what constitutes active participation. (See participation rubric under "Rubrics" on our course Canvas page)

*Media Literacy Response (150 points - 15% of overall grade):*

Partway through the semester, you will submit a short paper that explores representations of fatness in popular or news media and analyze those representations in reference to the theories and frameworks we discuss in class. This paper should focus on one or two representations (in film, television, social media, news media, print media, etc.) and provide critical analysis of how fatness is constructed in those spaces. What are the meanings being promoted? How is fatness framed and how does it intersect with other identities being represented? I encourage you to be creative in your selection of media for this paper! This must be between 4-5 pages double-spaced, Times New Roman, 12 pt. font, and must cite at least **two** readings/viewings from the course in addition to at least **two** other academic sources.

*Final Project Topic and Three Sources Assignment (50 points – 5% of overall grade):*

In the first half of the semester, you will be asked to select a topic for your final paper or presentation and provide citations for three academic/scholarly sources related to that topic. This assignment should include a brief paragraph description of your topic of interest and the formal references for three academic sources related to your topic. This assignment is to help jump start you for the final paper/presentation and to demonstrate your ability in seeking out academic literature related to a particular topic and providing formal references for those sources. Please use ASA citation/reference format for this assignment. Check out Purdue OWL for tips on ASA citation and reference format!

*Readings Quizzes (150 points – 15% of overall grade):*

Over the course of the semester, you will be given 5 reading quizzes. These quizzes will be given at the beginning of class, but **you will not know ahead of time when the quizzes will be**. Each quiz will have two or three broad based questions on the readings for that week. You are allowed to use notes you have taken on readings for these quizzes, but **NO READINGS THEMSELVES**. Each quiz is worth a total of 30 points, resulting in 150 points, or 15% of your overall grade in the class.

*Fat Liberation Activist Profile (150 points – 15% of overall grade):*

For this assignment, you are being asked to select a person who has been a prominent influence in the fat liberation/fat justice movement. Examples may include Aubrey Gordon, Sonya Renee Taylor, Jessamyn Stanley, Caleb Luna, Judy Freespirit, Sara Fishman, Charlotte Cooper, Rachel Wiley, Marilyn Wann, Lindo Bacon, or others.

Your goal is to use sources (academic, pop culture, news media, etc.) to build a balanced and engaging biography of this person that demonstrates their background, the historical context of the time in which they are doing this work, what specific arena of fat activism they are in, and the contributions they have made to the movement.

You are also invited to think about these questions and be self-reflexive in writing these activist profiles: “How does writing this profile help me to understand the influence of this person on history and contemporary society? What about this person interests me specifically, and what impact has learning about them had on me?”

Aim for approximately 3 to 5 pages double spaced for this assignment, but feel free to get creative in including images, specific pieces of artwork if relevant, excerpts from key pieces of writing from your chosen activist, or anything else you deem relevant. Be sure to cite and reference any sources that you are using, including image citations!

*Fat Praxis Final Project (250 points - 25% of overall grade):*

How do we put what we have learned into action? For this final project, we are bridging the gap from theory to action!

At the end of term, you will submit a project on the topic of your choosing related to the course material. Perhaps you want to look at fatness in a context of the workplace, weight bias in cross cultural perspective, health care disparities, queer conceptualizations of fatness, fatness and narratives of health, or fatness and performance or representation. Draw inspiration from units in the class that speak to you. This project must use critical thinking, theoretical frameworks, and analysis related to content explored in class. You must use relevant readings and viewings from the class for your analysis (at least **THREE** readings and/or viewings from the class) and additionally cite at least **FIVE** external academic sources in your project.

How you develop this assignment is up to you – it can be a paper, presentation, social media series, brochure, website, curriculum, research proposal, etc. but you must demonstrate knowledge from the class, and offer concrete ideas for how to apply what you have learned moving forward.

Example project formats:

- Building a class or curriculum on fat studies within a specific discipline (art history, public health, primary education, pre-med, etc.)
- Make a podcast! Interview people for said podcast! Conduct rigorous analysis in a dynamic conversation!
- Write a research proposal for an academic project/research project related to fat studies (What would the topic be? The central question? Hypothesis? Proposed method?)
- Make a social media series and write an accompanying analysis to explain the series
- Build a website!
- Make art and write an artist statement and analysis to include with your artwork!
- Write an analytic paper! (Proposed paper length would be 8 to 10 pages double spaced)
- Make a presentation! (Should be at least 15 minutes in length, no more than 25 minutes, with slides and voice over)

Regardless of format, all projects must also include a bibliography which lists sources used, with ASA citation /reference format, either submitted as a slide, as part of a paper, or as a separate document. We will talk about this final project several times over the course of the semester! Be sure to visit my office hours to discuss project ideas!

**Body Journal – extra credit (up to 20 points, or 2 percentage points):** For this extra credit assignment, if you choose to, you can submit reflections on the social location of your body as “journal entries.” To receive the full 2 percentage points, you must complete 6 journal entries in your body journal and submit them via Canvas by the end of the semester. To receive 1 percentage point, you must complete 3 journal entries. A body journal is meant to help you reflect on how you navigate the social world in your body. You can write narrative, draw pictures, write poetry, ask questions, or share quotes or ideas. To get the extra credit, you must demonstrate that you have put significant effort and thought into each entry. Ideas to consider: Ableism, thin privilege, fatphobia, white privilege, bodily changes, pain, aging, race and ethnicity, hair of all kinds, size, health, expectations, empowerment, resistance, etc. I will talk more about the body journal extra credit, and how you can make and share entries, at various points during the semester.

#### **Course Grading Scale:**

A = 93-100  
AB= 88-92  
B = 83-87  
BC = 78-82  
C = 70 - 77  
D = 60-69  
F = below 60

#### **HOMEWORK & OTHER ASSIGNMENTS**

All assignments to be submitted on Canvas on designated due dates listed in our course calendar at the end of this syllabus except for reading quizzes which will be taken during class.

#### **Standard Paper Format – American Sociological Association**

The format of each written assignment must adhere to the following guidelines:

- All text is double spaced, no additional spaces between paragraphs
- Each new paragraph is indented
- 12-pt font in Times or Times New Roman
- 1-inch margins
- Reference page in American Sociological Association style
  - <https://owl.english.purdue.edu/owl/resource/583/03/>
  - Alphabetical by authors' last names
  - This does not count in page or word requirements
- Quotations & evidence cited according to ASA style

### **POLICY ON LATE OR MISSED ASSIGNMENTS\*\*\***

I want to be as accommodating as possible, and I can do this if you communicate with me. I am glad to provide wiggle room on due dates if it means producing higher quality work. If assignments are submitted more than two weeks past the original due date, **they may not be accepted for credit**, except in the case of extenuating circumstances. If you have a valid reason to turn in an assignment late, please talk to me before the due date if possible. Final papers/presentations must be submitted on the due date because I am up against end of semester grading deadlines. Please plan ahead for the end of the semester!

***\*\*\*I recognize that we are still operating within a global pandemic – if you need extra time, flexibility, support, or assistance, I just ask that you communicate with me!***

### **RULES, RIGHTS & RESPONSIBILITIES**

- See: <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

### **ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES**

- See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

### **ACADEMIC INTEGRITY**

**Institutional syllabus statement:** By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

<https://conduct.students.wisc.edu/syllabus-statement/>

### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

(Language graciously borrowed from Dr. Sami Schalk of UW-Madison Gender and Women's Studies): I believe everyone has a right to a quality education and that classrooms can adapt to students' needs. If you have ideas on how you can best learn and express your learning in this class, if you have an undocumented disability, or if you have a change in disability status during the semester, I encourage you to meet with me as soon as possible to discuss a learning plan. If you have a documented disability, please provide me your accommodation information within the first two weeks of class. The University accommodation policy reads as follows:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

<https://mcburney.wisc.edu/instructor/>

#### **Resources for Academic Assistance:**

- The UW Writing Center: <https://writing.wisc.edu/>
- Tutoring and Learning Support Services – <https://newstudent.wisc.edu/academic-support/>
- <https://academicsupport.wisc.edu/>

#### **Links to resources for student well-being:**

<https://students.wisc.edu/guides/community/>

<https://students.wisc.edu/guides/get-involved/>

<https://students.wisc.edu/guides/health-and-wellness/>

#### **DIVERSITY & INCLUSION**

**Institutional Statement on Diversity:** Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

#### **SEXUAL HARASSMENT & OTHER FORMS OF SEXUAL MISCONDUCT**

As an instructor, I am committed to supporting survivors of sexual misconduct, including sexual assault, sexual harassment, dating violence, domestic violence, stalking, and sexual exploitation. UW–Madison offers a variety of resources for students impacted by sexual misconduct.

If you wish to seek out free, confidential support, there are a number of [services](#) available on campus and in the community.

If you would like to report sexual misconduct to the campus, a number of [reporting options](#) are available. In addition, each department has staff members, known as Responsible Employees, who can assist you. If you are an undergraduate student, most of the academic and career advisors you work with are designated Responsible Employees. Please note that Responsible Employees are required to report specific disclosures that you share about sexual misconduct to UW-Madison's [Title IX Office](#).

The Department of Gender & Women's Studies has the following Responsible Employees: the Department Chair, Dr. Judy Houck ([jahouck@wisc.edu](mailto:jahouck@wisc.edu)), the Graduate Coordinator, José Ramirez ([jramirez27@wisc.edu](mailto:jramirez27@wisc.edu)), and the Undergraduate Advisor, Susan Nelson ([susan.nelson@wisc.edu](mailto:susan.nelson@wisc.edu)).

## PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURERS STATEMENT

See more information about privacy of student records and the usage of audio-recorded lectures. Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

## COURSE EVALUATIONS (AEFIS)

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation. Your feedback helps us continue to offer meaningful curriculum and create the best educational experience for you! UW-Madison uses a digital course evaluation survey tool called AEFIS. For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous.

## IMPORTANT NOTES

- 1) This syllabus is to act as a guide and contract for the semester; but it is not set in stone. Each group of students moves at a different pace and gets fascinated by certain topics. I will try to honor this, and we may find ourselves spending more time on certain topics and less time on others. As such, by choosing to remain in this course, you agree to the above requirements and stipulations. ***I reserve the right to alter this syllabus at any time, but with fair and appropriate warning.***
- 2) I ask you to please put your phones away during class. If you plan to take notes on your phone, please plan to use another device or get a notebook. If I see you answering your phone or text messaging, you will be asked to put it away. If it is a recurring problem, I will ask you to leave the

classroom. Our time together in a classroom is precious...let's use this time to be present with each other!

- 3) I will attempt to respond to student emails as promptly as I am able. I will generally check and respond to email between the hours of 9 a.m. and 5 p.m. I will always try to get you a response within 24 hours. Also, please send me emails from either your student email address, or another email address that readily identifies you.

#### COVID-19 Information:

##### Students' Rules Rights, & Responsibilities

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

<https://covidresponse.wisc.edu/>

##### UW-Madison Face Covering Guidelines

While on campus all employees and students are required to wear [appropriate and properly fitting face coverings](#) while present in any campus building unless working alone in a laboratory or office space.

##### Face Coverings During In-person Instruction Statement (COVID-19)



Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with

the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

### A Final Thought – Important Content Warning

*This class will be an open and affirming learning space for all students, regardless of size, ability, age, race, ethnicity, citizenship status, gender, sex, sexual orientation, parental status, religion, or socioeconomic status. As an instructor, I pledge to respect all students based upon these factors, including the use of personal/correct names and pronouns. I encourage open communication among students and myself. Students are welcome and encouraged to share viewpoints relevant to course material, and respectful, relevant debate is encouraged.*

*At times during the term, we will be discussing topics that may be disturbing, even traumatizing, to some students. The readings and viewings we do in this class can be especially difficult as they deal with the subjects of violences, various forms of oppression, and embodied experiences. You are expected to engage with the material, but not to the point of any self-detriment. You will never be required to share something you are not comfortable sharing. However, this does not mean you are exempt from participation. If you ever feel the need to refrain from engaging with the material during one of these discussions, you may always do so without academic penalty. However, I ask that you make me aware of the circumstances. And you will be responsible for any material you miss. If you ever wish to discuss your personal reactions to this material, either with the class or with me, I welcome such discussion as an appropriate part of our coursework.*

*I want to challenge us to remember that we are not the measure of all things. I absolutely encourage the use of experience and personal perspective in framing how we talk about the material, but the goal of the course is to think beyond those experiences and perspectives, and engage in thinking critically about the social, cultural, and political realities of various groups, identities, and social structures.*

*The success of this class is a community effort!*

### Class/Reading Schedule

**(Listed readings/viewings and assignments are due THAT DAY for class!)**

Week One: Situating Fat	Tuesday 1/25: Introductions, syllabus overview No readings and viewings due  Thursday 1/27: Readings and viewings due: <ul style="list-style-type: none"><li>• Bordo, Susan. 1993. "Reading the Slender Body" in <i>Unbearable Weight</i>. Berkeley: University of California Press. p. 185-212. (reading)</li><li>• Saguy, Abigail. 2012. "Why Fat is a Feminist Issue." <i>Sex Roles</i> 66: 600-607. (reading)</li><li>• Thoun, Darci L. 2021. "Am I fat?" <i>The Routledge International Handbook of Fat Studies</i>. (reading)</li></ul>
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<p>Week Two: History of Diet Industry and the Formation of “Obesity”</p>	<p>Tuesday 2/1: Readings and viewings due:</p> <ul style="list-style-type: none"> <li>• Erdman Farrell, Amy. 2011. “Fat, Modernity, and the Problem of Excess” in <i>Fat Shame</i>. New York: New York University Press. p. 25-58. (reading)</li> <li>• Griffith, R. Marie. 2004. “Introduction: Perilous Body Gospels.” In <i>Born Again Bodies</i>. Berkeley: University of California Press. p. 1-18. (reading)</li> <li>• The Racial Origins of Fat Stigma - <a href="https://www.cbsnews.com/news/fat-shaming-race-weight-body-image-cbsn-originals/">https://www.cbsnews.com/news/fat-shaming-race-weight-body-image-cbsn-originals/</a> (watch)</li> </ul> <p>Thursday 2/3: Readings and viewings due:</p> <ul style="list-style-type: none"> <li>• Boero, Natalie. 2007. “All the News that’s Fat to Print: The American ‘Obesity’ Epidemic and the Media.” <i>Qualitative Sociology</i> 30: 41-60. (reading)</li> <li>• Kwan, Samantha. 2009. “Framing the Fat Body.” <i>Sociological Inquiry</i> 79(1): 25-50. (reading)</li> <li>• News clips from early 2000s – “obesity epidemic” proliferates (watch)</li> </ul>
<p>Week Three: Diagnosis Fat – The Medical Gaze and “Fixing” Fatness</p>	<p>Tuesday 2/8: Readings and viewings due:</p> <ul style="list-style-type: none"> <li>• Rich, Emma and Evans, John. 2005. “Fat Ethics: The Obesity Discourse and Body Politics.” <i>Social Theory and Health</i> 3: 341-358. (reading)</li> <li>• Murray, Samantha. 2008. “Pathologizing ‘Fatness’: Medical Authority and Popular Culture.” <i>Sociology of Sport Journal</i> 25: 7-21. (reading)</li> <li>• Hobbes, Michael. 2018. “Everything You Know About Obesity is Wrong.” <a href="https://highline.huffingtonpost.com/articles/en/everything-you-know-about-obesity-is-wrong/">https://highline.huffingtonpost.com/articles/en/everything-you-know-about-obesity-is-wrong/</a> (reading)</li> </ul> <p>Thursday 2/10: Readings and viewings due:</p> <ul style="list-style-type: none"> <li>• Hunger et al. 2020. “An Evidence-Based Rationale for Adopting Weight-Inclusive Health Policy.” <i>Social Issues and Policy Review</i> 14(1): 73-107. (reading)</li> <li>• Ingraham, Natalie. 2021. “Fat Studies and Public Health.” <i>The Routledge International Handbook of Fat Studies</i>. (reading)</li> <li>• Your Fat Friend (Aubrey Gordon). 2019. “The Bizarre and Racist History of the BMI.” <i>Elemental</i>. (reading) OR listen to the BMI episode of the <i>Maintenance Phase</i> podcast</li> </ul>
<p>Week Four: Anti-fatness as Anti-Blackness –</p>	<p>Tuesday 2/15: Readings and viewings due:</p>

<p>Race, Class, Gender, and Size</p>	<ul style="list-style-type: none"> <li>• April Michelle Herndon. 2005. Collateral Damage from Friendly Fire? Race, Nation, Class and the “War Against Obesity”, <i>Social Semiotics</i>, 15:2, 127-141 (reading)</li> <li>• Kwan, Samantha. 2010. “Navigating Public Spaces: Gender, Race, and Body Privilege in Everyday Life.” <i>Feminist Formations</i> 22(2): 144-166. (reading)</li> </ul> <p>Thursday 2/17: Readings and viewings due:</p> <ul style="list-style-type: none"> <li>• Cavazos, Emily. 2021. The Inextricable Link Between Anti-Fatness and Anti-Blackness. <a href="https://storymaps.arcgis.com/stories/11c825a7d1b54829a3056497ad826b4c">https://storymaps.arcgis.com/stories/11c825a7d1b54829a3056497ad826b4c</a> (explore website)</li> <li>• Harrison, Da’Shaun. Chapter excerpt – <i>The Belly of the Beast: The Politics of Anti-fatness as Anti-Blackness</i>, 2021 (reading)</li> <li>• Mxhalisa, Nomonde. 2021. “Desirability as Access.” <i>The Routledge International Handbook of Fat Studies</i>. (reading)</li> <li>• Shackelford, Hunter Ashleigh. 2021. “When You Are Already Dead.” <i>The Routledge International Handbook of Fat Studies</i>. (reading)</li> </ul>
<p>Week Five: Fatness, Food Insecurity, and the Feminization of Poverty</p>	<p>Tuesday 2/22: Readings and viewings Due:</p> <ul style="list-style-type: none"> <li>• Papan, Andrea and Clow, Barbara. 2015. “The Food Insecurity-Obesity Paradox as a Vicious Cycle for Women: Inequalities and Health.” <i>Gender and Development</i> 23(2): 299-317. (reading)</li> <li>• WIC Program website – Wisconsin Department of Health services (explore – watch some of the videos!) <a href="https://www.dhs.wisconsin.gov/wic/approved-foods.htm">https://www.dhs.wisconsin.gov/wic/approved-foods.htm</a></li> <li>• Held, Lisa. 2021. “A Food Program for Women and Children is about to Get More Federal Support.” <i>Civil Eats</i>. (reading)</li> </ul> <p>Thursday 2/24: Readings and Viewings due:</p> <ul style="list-style-type: none"> <li>• Kirkland, Anna. 2011. “The Environmental Account for Obesity: A Case for Feminist Skepticism.” <i>Signs</i>. (reading)</li> <li>• Romm, Cari. 2014. “Poor Women Tend to be Fatter than Poor Men.” <i>The Atlantic</i>. (reading)</li> </ul>
<p>Week Six: Sensationalizing Fat, Fatness in Popular Media</p>	<p>Tuesday 3/1: Readings and viewings due:</p> <ul style="list-style-type: none"> <li>• Kyrola, Katariina. 2021. “Fat in the Media.” <i>The Routledge International Handbook of Fat Studies</i>. (reading)</li> </ul>

	<ul style="list-style-type: none"> <li>• Bias, Stacy. The 12 Good Fatty Archetypes. <a href="http://stacybias.net/2014/06/12-good-fatty-archetypes/">http://stacybias.net/2014/06/12-good-fatty-archetypes/</a> (reading)</li> <li>• Pause, Cat. Rebel Heart: Performing Fatness Wrong Online. <a href="https://journal.media-culture.org.au/index.php/mcjournal/article/view/977">https://journal.media-culture.org.au/index.php/mcjournal/article/view/977</a> (reading)</li> <li>• Zarum, Lara. 2019. Body Politics: TV’s Slow Push Toward Size Acceptance. <a href="https://www.rollingstone.com/tv/tv-features/plus-size-women-on-tv-dietland-shrill-insatiable-805335/">https://www.rollingstone.com/tv/tv-features/plus-size-women-on-tv-dietland-shrill-insatiable-805335/</a> (reading)</li> </ul> <p>Thursday 3/3: Readings and viewings due:</p> <ul style="list-style-type: none"> <li>• Bailey, Courtney. 2010. “Supersizing America: Fatness and Post-9/11 Cultural Anxieties.” <i>The Journal of Popular Culture</i> 43(3): 441-462. (reading)</li> </ul> <p><b>Media Literacy Paper due on Friday 3/4 by midnight on Canvas</b></p>
<p>Week Seven: Policing Pregnant Embodiment and Mother Blame</p>	<p>Tuesday 3/8: Readings and viewings due:</p> <ul style="list-style-type: none"> <li>• Sole-Smith, Virginia. 2019. “When You’re Told You’re Too Fat to Get Pregnant.” <i>New York Times Magazine</i>. (reading)</li> <li>• Parker, George and Pause, Cat. 2018. Pregnant with possibility: Negotiating fat maternal subjectivity in the “War on Obesity”, <i>Fat Studies</i>, 7:2, 124-134. (reading)</li> <li>• Plus Size Birth website (explore) <a href="https://plussizebirth.com/">https://plussizebirth.com/</a></li> </ul> <p>Thursday 3/10: Readings and viewings due:</p> <ul style="list-style-type: none"> <li>• Cook, Katie and Wilson, Ciann. 2019. “Representations of Fatness in <i>Parents Magazine</i>: A Critical Discourse Analysis.” <i>The Fat Studies Journal</i> 8(3): 320-333.</li> <li>• Friedman, May. 2021. “Pregnancy, Parenting, and the Challenge of Fatness.” <i>The Routledge International Handbook of Fat Studies</i>. (reading)</li> </ul> <p><b>Final Project Topic and Three Sources Assignment due 3/10 by midnight on Canvas</b></p>
<p>SPRING BREAK</p>	<p>No class</p>
<p>Week Eight: Fat Sexualities</p>	<p>Tuesday 3/22: Readings and viewings due:</p>

	<ul style="list-style-type: none"> <li>• Harker, Marie. 2016. "Fat Male Sexuality: The Monster in the Maze." <i>Sexualities</i> 19(8): 980-996. (reading)</li> <li>• White, Francis Ray. 2016. "Fucking Failures: The Future of Fat Sex." <i>Sexualities</i> 19(8): 962-979. (reading)</li> </ul> <p>Thursday 3/24: Readings and viewings due:</p> <ul style="list-style-type: none"> <li>• Deborah McPhail &amp; Andrea E. Bombak (2015) "Fat, queer and sick? A critical analysis of 'lesbian obesity' in public health discourse." <i>Critical Public Health</i>, 25:5, 539-553. (reading)</li> <li>• Rothblum, Esther. 2021. "Lesbians and Fat." <i>The Routledge International Handbook of Fat Studies</i>. (reading)</li> <li>• Lee, Jenny. 2014. "Flaunting Fat: Sex with the Lights On." <i>Queering Fat Embodiment</i>. (reading)</li> </ul>
<p>Week Nine: Fatness and Disability Studies/ The "Good Fatty" Paradigm</p>	<p>Tuesday 3/29: Readings and viewings due:</p> <ul style="list-style-type: none"> <li>• Herndon, April. 2021. "Fatness and Disability." <i>The Routledge International Handbook of Fat Studies</i>. (reading)</li> <li>• Mollow, Anna. 2017. "Unvictimized: Towards a Fat Black Disability Studies." <i>African American Review</i> 50(2): 105 -121. (reading)</li> <li>• The Disability Visibility Project – Fat Liberation episode - <a href="https://disabilityvisibilityproject.com/2020/09/07/ep-85-fat-liberation/">https://disabilityvisibilityproject.com/2020/09/07/ep-85-fat-liberation/</a> (listen)</li> </ul> <p>Thursday 3/31: Readings and viewings due:</p> <ul style="list-style-type: none"> <li>• Chalklin, V. 2016. "Obstinate fatties: Fat activism, queer negativity, and the celebration of 'obesity'." <i>Subjectivity</i> 9, 107–125.</li> <li>• Hogg, Meghan. 2020. "Mad for Fat: Toward a Queer Politics of Embodied Difference." <i>Knots: An Undergraduate Journal of Disability Studies</i>.</li> </ul>
<p>Week Ten: Fatness, Trans Embodiment, and Queering Fatness</p>	<p>Tuesday 4/5: Readings and viewings due:</p> <ul style="list-style-type: none"> <li>• White, Francis Ray. 2021. "Fat and trans: Towards a new theorization of gender in Fat Studies." <i>The Routledge International Handbook of Fat Studies</i>. (reading)</li> <li>• Orchard, Sam. 2021. "TransFat." <i>The Routledge International Handbook of Fat Studies</i>. (reading)</li> <li>• Wykes, Jackie. 2014. "Why Queering Fat Embodiment?" <i>Queering Fat Embodiment</i>. (reading)</li> </ul>

	<p>Thursday 4/7:          No class! No readings and viewings!          Rest and recharge and be sure to check out the proceedings for the annual GWS Consortium Conference, April 7<sup>th</sup> – April 9<sup>th</sup>, 2022  <a href="https://consortium.gws.wisc.edu/conference-2022/">https://consortium.gws.wisc.edu/conference-2022/</a></p>
<p>Week Eleven:          Violences Against          Fat Bodies</p>	<p>Tuesday 4/12:          Readings and viewings due:</p> <ul style="list-style-type: none"> <li>• Prohaska, Ariane and Gailey, Jeannine. 2010. "Achieving Masculinity through Sexual Predation: The Case of Hogging." <i>Journal of Gender Studies</i> 19(1): 13-25. (reading)</li> <li>• Whelan, Nora. 2018. "Believing Women Means Believing the Plus Size Ones Too." <a href="https://www.self.com/story/believing-women-means-believing-the-plus-size-ones-too">https://www.self.com/story/believing-women-means-believing-the-plus-size-ones-too</a>. (reading)</li> <li>• Stokes, Rebecca. 2018. Why Fat Women are Believed Less When They're Raped. <a href="https://www.yourtango.com/2017307577/why-fat-women-are-believed-less-when-theyre-raped">https://www.yourtango.com/2017307577/why-fat-women-are-believed-less-when-theyre-raped</a> (reading)</li> </ul> <p>Thursday 4/14:          Readings and viewings due:</p> <ul style="list-style-type: none"> <li>• Owen, Lesleigh. 2012. "Living Fat in a Thin-Centric World: Effects of Spatial Discrimination on Fat Bodies and Selves." <i>Feminism and Psychology</i> 22(3): 290 – 306. (reading)</li> <li>• Pearson, Catherine. 2018. "Employers are Discriminating Against Overweight Women – And It's Totally Legal." (reading)  <a href="https://www.huffpost.com/entry/employer-weight-discrimination-women_n_5bd755d7e4b017e5bfd4a12a">https://www.huffpost.com/entry/employer-weight-discrimination-women_n_5bd755d7e4b017e5bfd4a12a</a>.</li> <li>• Meadows, Angela. 2018. "Discrimination Against Fat People is so Endemic, Most of Us Don't Even Realize It's Happening." <i>The Conversation</i>. (reading)</li> </ul>
<p>Week Twelve:          Fatness,          Adolescence, and          Education</p>	<p>Tuesday 4/19:          Readings and viewings due:</p> <ul style="list-style-type: none"> <li>• Nicole L. Taylor (2011) "Negotiating Popular Obesity Discourses in Adolescence." <i>Food, Culture &amp; Society</i>, 14:4, 587-606. (reading)</li> <li>• Fat Camps episode, <i>Maintenance Phase</i> podcast, available on Spotify (listen)</li> </ul> <p>Thursday 4/21:          Readings and viewings due:</p>

	<ul style="list-style-type: none"> <li>• Sykes, Heather and McPhail, Deborah. 2008. "Unbearable Lessons: contesting fat phobia in physical education." <i>Sociology of Sport Journal</i> 25: 66-96. (reading)</li> </ul>
<p>Week Thirteen: Weight Inclusive Care and Fat Exclusion – Immigration, Access, and the Ideal Citizen</p>	<p>Tuesday 4/26:</p> <p><b>Guest Speaker Dr. Shannon Patterson – Weight Inclusive Services in Healthcare Settings</b></p> <p>Readings and viewings due:</p> <ul style="list-style-type: none"> <li>• "Why Weight? Incorporating Weight Inclusivity in your Medical Practice" Aimée Wattiaux and Shannon Patterson <a href="https://videos.med.wisc.edu/videos/101419">https://videos.med.wisc.edu/videos/101419</a> (watch)</li> <li>• Stevens, Corey. 2020. "Sick but Healthy: Bariatric Patients and the Social Construction of Illness and Disability." <i>Sociology of Health and Illness</i>. (reading)</li> </ul> <p>Thursday 4/28:</p> <p>Readings and viewings due:</p> <ul style="list-style-type: none"> <li>• Pause, Cat. 2018. "Frozen: A Fat Tale of Immigration." <i>Fat Studies</i>, 8:1, 44-59. (reading)</li> <li>• Elliot, Charlene. 2007. "Big Persons, Small Voices: On Governance, Obesity, and the Narrative of the Failed Citizen." <i>Journal of Canadian Studies</i> 41(3): 134-149. (reading)</li> </ul>
<p>Week Fourteen: Fat Activism and the Future of Fatness</p>	<p>Tuesday 5/3:</p> <p>Readings and Viewings:</p> <ul style="list-style-type: none"> <li>• The Fat Liberation Manifesto <a href="https://laurenyay.tumblr.com/post/8711705310/fat-liberation-manifesto">https://laurenyay.tumblr.com/post/8711705310/fat-liberation-manifesto</a> (reading)</li> <li>• Dionne, Evette. 2019. "Here's What Fat Acceptance Is – and Isn't" (reading)</li> <li>• The Rebellious History of the Fat Acceptance Movement - <a href="https://centerfordiscovery.com/blog/fat-acceptance-movement/">https://centerfordiscovery.com/blog/fat-acceptance-movement/</a> (reading)</li> <li>• Ela Przybylo and Breanne Fahs, 2021, "Fatness, friendship, and "corpulality" stratagems" <i>Fat Studies</i>. (reading)</li> <li>• Gonzalez, Marco. 2020. "The Corpulence Manifesto." <i>Fat Studies</i> 9(3). (reading)</li> </ul> <p><b>Fat Liberation Activist Profile due Wednesday 5/4 by midnight on Canvas</b></p>

	Thursday 5/5: No readings and viewings due, course reflections, final project Q and A <b><i>Extra credit body journals due 5/5 by midnight on Canvas</i></b>
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**Final Fat Praxis Projects due *Tuesday May 10th by midnight* on Canvas –  
no late final projects accepted! Please plan ahead!**