

**Framing Fatness: Gender, Size,  
Constructing Health**

GWS 523  
Framing Fatness:  
Gender, Size,  
Constructing Health

Dr. Kate Phelps  
(call me Dr. Kate!)  
she/they

Spring 2025  
Jan. 21<sup>st</sup> – May 2nd  
In-person course  
Tu/Th 9:30 – 10:45 a.m.  
Mechanical Engineering,  
Room 1164



**Gender and  
Women's Studies**

UNIVERSITY OF WISCONSIN-MADISON

"The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom."

**- bell hooks**

On behalf of UW-Madison and the Department of Gender and Women's Studies, we invite reflection, collaboration, and ongoing action in acknowledging that our University of Wisconsin-Madison campus, here on the shores of Waaksikhomik (wunk-shick-HOME-ick-la, or Lake Mendota), resides within the sacred homeland of the Hoocąk (Ho-Chunk) people, a place they call Teejop (day-JOPE, or Four Lakes). And as the reach of the university extends to the far corners of our state, we also respectfully recognize the inherent sovereignty of the 12 First Nations of Wisconsin.

Our land grant university could not have been established or sustained were it not for state and federally sponsored settler colonialism that has dispossessed and displaced Native nations and communities across our state. We continually confront the outcomes of unjust land treaties and the harm caused by our university's complicity with policies of cultural and physical genocide as we seek reconciliation with Indigenous nations and communities of Wisconsin. With a spirit of humility and openness, we pledge to do the hard work of reflection, truth-telling, and reparation so that we can move toward transformative healing.

<https://tribalrelations.wisc.edu/resources/land-acknowledgement-guidance/>

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.

Course Canvas link: <https://canvas.wisc.edu/courses/449822>

## 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

Explores various aspects of identity politics and body politics such as gender, race, ethnicity, sexuality, dis/ability, and citizenship status as they relate to and intersect with body size and constructions of fatness, particularly in the United States, and in relation to other nation states and cultures. Begins by understanding how fatness has been conceptualized over time, the formation of gendered body ideals, and the proliferation of "obesity" rhetoric in the United States and around the world. Investigates 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. Investigates and interrogates how the "obesity epidemic" came to be, how it is framed, and how it intersects with other systems like the state, the criminal justice system, racial capitalism, big pharma, the food industry, beauty industry, globalization, neoliberalism, and consumerism. 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

Body politics  
Policing Othered bodies  
Media representation  
Anti-fatness as anti-Blackness  
Privilege, power, and social capital  
Systemic and individual discrimination  
Social movements, activism, resistance

Fat Studies  
Histories of health/medicine  
Disabilities  
Citizenship  
Queer theory and embodiment  
Intersectionality/intersecting identities  
Capitalism, neoliberalism, globalization

## Course Learning Objectives

### Objective

Critically analyze and provide concrete examples of how fatness has been socially constructed in various social institutions including healthcare, medicine, beauty, and media, and how meanings of fatness have changed over time and across identities (gender, race,

class, sexuality, dis/ability, etc.)

Articulate various theoretical frameworks (fat studies, feminist theories, disability studies, queer theory, crip 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.

Demonstrate media literacy and critical analysis of media examples related to fat embodiment and intersecting identities.

Understand and engage in the process of conducting a literature review and complete a clear, well organized, and thoughtful academic project that explores a particular area of scholarship related to fat embodiment and fat politics.

Understand the complexity and messiness of social movement and social justice work and recognize why we do it anyway.

Find your growing edge and feel some joy, energy, and curiosity through the learning process!

***\*\*\*Graduate students: please make a meeting with me in the first couple weeks of the semester to discuss graduate expectations for the course!\*\*\****

## REGULAR AND SUBSTANTIVE INTERACTION

This course provides regular and substantive interaction by:

- 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.
- Participation in regularly scheduled learning sessions (where there is an opportunity for direct interaction between the student and the qualified instructor).
- Provide personalized comments (in any medium) for an individual student's assignment or exam.
- 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.

Hello there!

I'm Dr. Kate! Please call me Dr. Kate!

My pronouns are she/they.

I teach body politics, fat studies, feminist theory, food politics, intro level classes, and special topics courses!

I have a PhD in sociology and my research is in body politics, embodiment, girlhood studies, fat studies, digital sociology, and arts-based methodology.

Contact info:

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

Student hours: Thurs 11 a.m. - noon (in person) and by appointment (in person or virtual).

(Student hours are "office hours"

but I don't like that term. The place isn't the thing that matters...you are!)

**Office: Sterling 3418**

Things I like:

My children, Kraemer & Vivian!

My partner Joe!

My family and friends!

Ultimate frisbee!

Tattoos!

Coffee!

Singing and playing ukulele!

Riding my bicycle!

Podcasts!

Campfires and the woods!

Broad City (it's a show)!

Baking and baked goods!

Canoeing and kayaking!

Plants!

This is me!



## **Required Texts:**

**All class readings and viewings are available in PDF and web link form on Canvas. There are no texts you need to purchase for this course.**



### **A Note on Attendance:**

My general expectation is that you be in class. I certainly understand life happens – people get sick, people have competing demands, BUT taking this class means being a part of an accountable community – to me, to your peers, to the material, and to the learning. My interest is what you take from the course, and that does not happen in a vacuum. It happens through how we engage with the readings and viewings, and with each other, and how we show up. You can trust that I will show up. I will be here, bringing energy and insight, and communicating with you if extenuating circumstances arise and if we need to change modality or cancel class for any reason. Three unexcused absences are all good, missing more than six classes (or three total weeks of class), will result in decrease of your overall grade, and if missing more than 8 classes, I will gently encourage you to drop the course and take it at a time when you can commit to it. If you are someone with accessibility concerns around attendance, please come see me so we can plan and be in communication about your needs. I am here to ensure we can create opportunities for success in this course! Let's have a rad semester! Thank you!!

### **Class Engagement (300 points total - 30% of overall grade):**

In this class, engagement 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, sometimes more, sometimes less. Engagement is a substantial part of your final grade. **You are required to be in class and required to engage during class discussions, both small group and large group, as well as class activities.** This is a discussion-based course; I want to hear what YOU have to say! Engagement includes participation in class discussions, visiting with me during student hours, sharing media and further readings on Canvas, engaging with your classmates, and overall demonstrating your arc of learning in the class.

Your active engagement in class sessions is assessed as part of your grade for this class and makes up 250 points, or 25% of your final grade. During the first few classes, we will discuss what constitutes active participation. A rubric for participation can be found under Assignments on Canvas.

Also **as part of this engagement grade**, you will be asked to complete five brief assessments:

- Student feedback survey (week four)
- Self-assessment on participation/discussion (week eight)
- Group-assessment on participation/discussion (week eight)
- Self-assessment on participation/discussion (week twelve)
- Group-assessment on participation/discussion (week twelve)

These assessments can be accessed and submitted on Canvas and will be factored into your overall engagement grade at the end of the semester (**Total of 50 points, or 5% of your overall grade**)

***Small Group Canvas Discussions (Reading Responses): (130 points – 13% of overall grade):***

At the beginning of the semester, you will be assigned a small group on Canvas of 4 to 5 peers. You will be responsible for providing a Canvas discussion post to that small group **EACH WEEK** by Thursdays at midnight – reflecting on discussion in class that week, digging more deeply into material, and demonstrating your comprehension of the readings.

Thirteen weeks of Canvas discussion posts –

6 points for each initial post (due Thursdays by midnight)

2 points for each peer response (2 responses due Fridays by midnight)

= 10 points total for each week of discussion (13 total weeks, 130 total points)

I expect a solid discussion board post due by Thursday at midnight of each week that ***specifically addresses and references the course readings and viewings*** and answers questions in the discussion prompt (approximately 200 – 250 words for initial posts). And at least **TWO substantial** peer responses (at least 100 words each) are due each week in your small group by Friday at midnight.

A rubric for discussion board posts is available under Rubrics on Canvas.

These discussion posts/reading responses can draw on the following:

- **Integrate:** speak to something about the content/topic for the week that you already knew or cared about, think about your positionality/social location related to the content
- **Wander:** Ask a question about the readings and/or speak to something you didn't know
- **Reflect:** Offer a brief paragraph that synthesizes the content and offers reflection on what you took from the content

***Fat Politics and Praxis Reflections (50 points for reflection one, 100 points for reflection two – 150 points total or 15% of overall grade):***

For the first reflection, due at the end of the first week of class, you are being asked to reflect on your current understandings of fat politics. In other words, what are your understandings of and experiences with anti-fat bias, fat stigma, and fat acceptance/liberation? What do you think about fatness? How do you relate to it? What do you know about fat embodiment?

Reflect on where and how you see anti-fat stigma and anti-fat bias manifesting in our society, and where and how you see efforts to address these things, if at all. Please reflect on your own positionality in relation to anti-fat stigma – think about identities, privilege, power, oppression, and disadvantage as they connect to your understandings of the issue. This first reflection should be approximately 2 pages doubled spaced (no more than 3 pages), and is worth 50 points, or 5% of your overall grade.

For the second reflection due at the end of the semester, I would like you to write back to yourself, addressing your first reflection. Do a close reading of your first fat politics reflection from week one and pay attention to themes, key ideas, and concepts that stand out. Read your first reflection several times; take notes on it, pay attention to what you agree with, what you disagree with, and what new information you have. The second reflection should respond to the first reflection and offer thoughts on what you have learned in the class. Offer a sense of what you have learned about fat politics and articulate how you might apply your new knowledge moving forward in both personal and professional pursuits. Has your perspective changed? If

so, how? What are the key things you have learned? How has your understanding of body politics and fat studies developed? What theories or frameworks did you find most useful, and how might you continue to apply them in both your academic pursuits and daily life? What questions are you left with? This reflection should demonstrate to me how you engaged with the class material (both our readings and media), as well as how you engaged with your peers in class discussions.

This second reflection should be 3 pages double spaced and should also **specifically reference at least THREE readings and/or viewings from our class content**. This reflection is worth 100 points, or 10% of your overall grade.

***Media Literacy Response (70 points, 7% of overall grade):***

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 response 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 response! This should be between 3-4 pages double-spaced (no more than 5 pages), Times New Roman, 12 pt. font, and must cite at least **three** readings/viewings from the course in addition to at least **two** other **academic sources**. Any additional non-academic sources you would like to use are also welcome! Make sure you **cite and reference accordingly!** A rubric for this assignment is available under Rubrics on Canvas.

***Accessibility Assignment: (70 points, 7% of overall grade):***

For this assignment, you are being asked to design a prototype or plan for a product, space, or service that is specifically considering access needs to fat people. This could include some kind of assistive device, a space, a policy – up to you! In the design process, consider the specific needs of fat people, how those needs are or are not currently being met within the specific industry you've chosen, how the needs might change based on spectrum of size or other aspects of identity, the use and/or utility of the product/space/service/etc., an explanation of design choices, and a critical reflection on the process of thinking through universal design. Potential ideas to consider:

- Clinical settings and medical equipment
- Restaurants or dining settings
- Menstrual or hygiene products
- Clothing or footwear
- A policy for travel such as “travelers of size” policies for airlines
- Workplace accessibility
- Exercise and movement spaces or classes

The format of this assignment should be approximately 3 pages of writing, any visual elements you want to include (sketches, images of similar products, ideas, brain map, etc.) – be creative and have fun! Be sure to CITE and REFERENCE at least three readings or viewings from class in addition to any other sources you draw on for inspiration and guidance. A rubric for this assignment is available under Rubrics on Canvas.

***Topic and Five Sources (50 points - 5% of overall grade):***

About halfway through the semester, you will be asked to select a topic for your final project and provide citations for *five* academic/scholarly sources related to that topic. These sources must be **academic or scholarly sources**, ideally from peer reviewed journals or published texts.

This assignment is to help jump start you for the final project, demonstrate your ability in seeking out academic literature related to a particular topic, and providing formal references for those sources. The assignment should include a **substantial paragraph** explanation of your chosen topic, and the five sources listed in ASA reference format. A rubric for the topic and five sources assignment is available under Rubrics on Canvas.

***Fat Praxis Final Project (230 points - 23% 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!

Towards the end of term, you will submit a project on the topic of your choosing related to fat politics and fat embodiment. 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 **FOUR** 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, zine, 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 – no more than 10 pages!)
- Make a presentation! (Should be at least 20 minutes in length, no more than 25 minutes, with slides and voice over)

Regardless of format, **all projects must also include a title and 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 student hours to discuss project ideas!

A rubric for this assignment is available under Rubrics on Canvas.

**Course Grading Scale:**

A = 94-100 AB= 88-93 B = 83-87 BC = 78-82 C = 70 – 77 D = 60-69 F = below 60

***\*\*Grades that are resting in between (for example, 93.5) will be rounded up in consideration of engagement, participation, receptivity and implementation of feedback, and overall quality of work in the class.***



**All assignments to be submitted on Canvas on designated due dates listed in our course calendar on Canvas and at the end of this syllabus.**

### **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

## Late Work Policy

Deadlines are an important part of life, and we will strive to meet them in this class. I also recognize that your lives, like mine, are complex and our shared classroom is but a part of a larger whole. So please contact me if there are any obstacles getting your way of participation and engagement or meeting due dates. I am much more interested in working with you on solutions to those problems than I am in being punitive. My top priority is for you to succeed in this class, to become a stronger reader, writer, and thinker, to grow your academic abilities, and your confidence in your work.

**If an assignment is between 1 and 3 days late, you will incur a penalty of 10% off your total grade for that assignment. 4 to 7 days late, 15% off. Between 7 and 14 days, 25% off. Assignments more than a week late can only earn up to 75% of the total amount of points. Beyond two weeks, the assignment grade drops to zero.**

If you have a valid reason to turn in an assignment late, you must try to talk to me before the due date if that's possible. **Assignments submitted more than two weeks past the original due date will be considered a zero, except in the case of extenuating circumstances that were communicated to me in advance.**

**Small group discussion must be submitted during the week it is due, and are not accepted for credit past the due date.**

**The final project must be submitted on the due date.**

**No late work will be considered past the last day of the semester.**

**If you need extra time, flexibility, support, or assistance, I ask that you please communicate with me in advance – emailing me a few hours before an assignment is due is not asking for an extension. Please be considerate of deadlines!**

## RULES, RIGHTS & RESPONSIBILITIES

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

## ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

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

### 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/>

### 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/>

### Other notable and important resources for students:

- <https://tribalrelations.wisc.edu/resources/native-students/> Tribal Relations UW
- <https://msc.wisc.edu/find-community-support/> - Finding Community at UW-Madison
- <https://msc.wisc.edu/identity-centers/> - UW Madison Identity Centers



### Plagiarism

You are expected to always do your own work. Academic dishonesty is defined as the unauthorized use of assistance with intent to deceive a faculty member or another person assigned to evaluate work submitted to meet course and program requirements. Plagiarism is the unauthorized use of someone else's materials (book, article, graphics, etc.) without citing the source or using that work as one's own without proper documentation.

To avoid any problems, please make sure that you understand the following information: Distinguishing your words and ideas from those of someone else is an important skill for this class. A case of extensive plagiarism (full paragraphs lifted from someone else's work), repeated plagiarism, or "recycling" a paper (submitting a paper for more than one class) could result in significant grade penalties and potential failure of the class. If you have any questions about using sources, please ask me!

Some examples of plagiarism are:

- Using a phrase or a sentence from a source without acknowledging that source (e.g. without putting quotation marks around the quoted material and without mentioning

the author)

- Borrowing specific ideas from another writer without acknowledging your source, even if you write the idea in your own words
- Cutting and pasting text from the Internet into your paper without acknowledging the source
- Handing in a paper under your name that has been written by someone else (e.g. downloading an essay from the Internet and handing it in as your own)

If I suspect a violation of the Academic Honesty policy, I am required to:

- Notify the student in writing and meet face-to-face to discuss suspected violation.
- Report the suspected violation to the Office of Student Affairs.
- Initiate formal hearing procedures if an informal resolution cannot be achieved.

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.

For more information on UW-Madison plagiarism policy:

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

## Accessibility 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/>

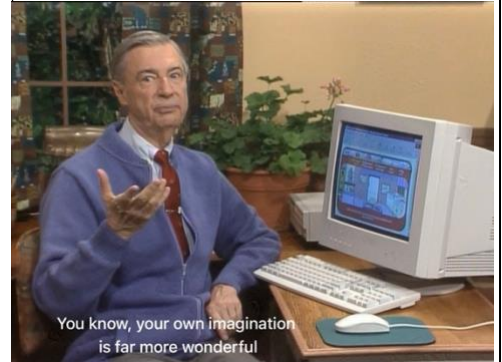
# A Note about A.I.

## **This class is about thinking critically and developing your scholarly voice.**

You may use AI programs (e.g., ChatGPT) to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic.

Use may also stifle your own independent thinking and creativity, and that contradicts the point of the work we are doing here.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be **cited like any other reference material** (with due consideration for the quality of the reference), and you must submit a gradebook COMMENT with the assignment submission that you used an AI program. Any plagiarism or other form of academic dishonesty will be dealt with in keeping with class and university policy.



## **Class Community Statement and Content Warning**

This class will be an open and affirming learning space for all students, regardless of size, ability, age, race, ethnicity, citizenship status, familial status, gender, sex, sexual orientation, religion, or socioeconomic status. As an instructor, I pledge to respect all students based upon these factors, including the use of correct names and pronouns in the space. 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. We will embrace discomfort in this class as we seek to unlearn systems of oppression and discrimination. This means critically considering our own identities and beliefs which can be difficult, but an important aspect of our work together. *If you ever feel the need to refrain from engaging with the material during discussion, 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!*

## Classroom Norms for Participation/Discussion:

- Presume positive intentions – we are coming from different social locations
- Listen attentively and intentionally
- Aim for shared participation and broad collaboration
- Engage respectfully always
- Respect boundaries
- Commit to building an accountable community

### **Important Notes! Please read!!**

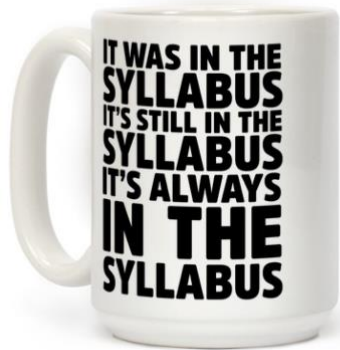
This syllabus is to act as a guide for the semester, but it is not set in stone. Certain due dates for assignments may shift slightly – but I will do everything I can to make sure people are fully aware of changes well in advance. ***I reserve the right to alter this syllabus at any time, but with fair and appropriate warning. Please think of this syllabus as a contract for the course*** - by choosing to remain in this course, you agree to all the addressed requirements and stipulations.

**Keep this syllabus very handy!** It has the information you need! As does our Canvas page! Be sure to spend time **really reading** the syllabus and exploring our course Canvas page! Thank you!

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. ***Please send me emails from either your student email address, or another email address that readily identifies you. And please always include a subject line in the email, as well as a greeting, and sign your name! Thank you!***

Assignments will be graded up to two weeks after submission, often it will be less. Thank you for your patience as I ensure quality assessment and grant time to give specific feedback. Please see assignment rubrics for further expectations and breakdown of how assignments are graded. ***I also ask that you please wait a full 24 hours after grades are released and look through any feedback before emailing me about a grade discrepancy or concern.***

**Fair warning: we read a lot in this class! Reading is crucial! 😊**



You can certainly always email me, but if you do have a question about the class...

Please check the syllabus or talk to a classmate first!  
Thank you!

### Course Calendar and Assignment Due Dates:

<p><b>Week One: Welcome and Framing Fat</b></p>	<p><b>Tuesday 1/21</b> No readings and viewings due Welcome! Introductions and going over the syllabus</p> <p><b>Thursday 1/23</b> <b>Readings and viewings due:</b></p> <ul style="list-style-type: none"> <li>• The Fat Liberation Manifesto. Judy Freespirit and Aldebaran. 1973. (reading)</li> <li>• Bay, Kivan. 2016. Glossary of a Fat Activist. (reading)</li> <li>• Erdman Farrell, Amy. 2023. Connecting Gender and Fat (reading)</li> <li>• Robinson, Margaret. 2019. The Big Colonial Bones of Indigenous North America's 'Obesity Epidemic' (reading)</li> </ul> <p><b>Assignments Due:</b> <b><i>Fat Politics Reflection One due Sunday 1/26 by midnight on Canvas</i></b></p> <p><b>More to Explore (Not Required):</b></p> <ul style="list-style-type: none"> <li>• Cooper, Charlotte. 2021. "Introduction." Fat Activism. (reading)</li> <li>• Teaching the 12,000 Year Human Story of Campus (viewing)</li> <li>• Dionne, Evette. 2019. Here's What Fat Acceptance Is – and Isn't. (reading)</li> </ul>
<p><b>Week Two: Historicizing Fat</b></p>	<p><b>Tuesday 1/28</b> <b>Readings and viewings due:</b></p> <ul style="list-style-type: none"> <li>• R. Marie Griffith. 2001. Don't Eat That. (reading)</li> <li>• Erdman Farrell, Amy, 2011. "Fat, Modernity, and the Problem of Excess." In <i>Fat Shame</i>. New York: New York University Press. (reading)</li> <li>• Strings, Sabrina. 2019. "Introduction." Fearing the Black Body. 1-12. (reading)</li> </ul>

	<p><b>Thursday 1/30</b>  <b>Dr. Kate on the road! No class! No readings and viewings due!</b></p> <p><b>Assignments Due:</b></p> <ul style="list-style-type: none"> <li>- Small group discussion post due Thursday 1/30 by midnight on Canvas</li> <li>- Peer responses on small group discussion due Friday 1/31 by midnight on Canvas</li> </ul> <p><b>More to Explore (Not Required):</b></p> <ul style="list-style-type: none"> <li>• Gard, Michael. 2010. "The Beginning is the End." <i>The End of the Obesity Epidemic</i>. (reading)</li> </ul>
<p><b>Week Three:  Historicizing  and Framing  continued!</b></p>	<p><b>Tuesday 2/4</b>  <b>Readings and viewings due:</b></p> <ul style="list-style-type: none"> <li>• Biltekoff, Charlotte. 2007. "The Terror Within: Obesity in Post 9/11 U.S. Life." (reading)</li> <li>• Murray, Samantha. 2009. "Marked as 'Pathological': 'Fat' Bodies as Virtual Confessors" (reading)</li> </ul> <p><b>Thursday 2/6</b>  <b>Readings and viewings due:</b></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> <li>• Kirkland, Anna. 2011. "The Environmental Account of Obesity: A Case for Feminist Skepticism." <i>Signs</i>. (reading)</li> </ul> <p><b>Assignments Due:</b></p> <ul style="list-style-type: none"> <li>- Small group discussion post due Thursday 2/6 by midnight on Canvas</li> <li>- Peer responses on small group discussion due Friday 2/7 by midnight on Canvas</li> </ul> <p><b>More to Explore (Not Required):</b></p> <ul style="list-style-type: none"> <li>• LeBesco, Kathleen. 2011. Neoliberalism, Public Health, and the Moral Perils of Fatness (reading)</li> <li>• Harjunen, 2023. "Gendered Fat Bodies as Neoliberal Bodies." (reading)</li> <li>• Bruno, Barbara. 2017. History of Health at Every Size, Parts 1 through 7 (reading)</li> </ul>
<p><b>Week Four:  Anti-fatness as  Anti-Blackness</b></p>	<p><b>Tuesday 2/11</b>  <b>Readings and viewings due:</b></p> <ul style="list-style-type: none"> <li>• Sabrina Strings. 2019. "The Rise of the Big Black Woman." In <i>Fearing the Black Body</i>. 67-99. (reading)</li> <li>• Harrison, Da'Shaun. 2021. Chapter excerpt – <i>The Belly of the Beast: The Politics of Anti-fatness as Anti-Blackness</i>, 2021</li> </ul>

	<p>(reading)</p> <ul style="list-style-type: none"> <li>• Cavazos, Emily. 2021. The Inextricable Link Between Anti-Fatness and Anti-Blackness. Website and interactive map (explore)</li> </ul> <p><b>Thursday 2/13</b>  <b>Readings and viewings due:</b></p> <ul style="list-style-type: none"> <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> <li>• Daufin, E-K. 2019. “Thick Sistahs and Heavy Disprivilage.” (reading)</li> </ul> <p><b>Assignments Due:</b></p> <ul style="list-style-type: none"> <li>- Small group discussion post due Thursday 2/13 by midnight on Canvas</li> <li>- Peer responses on small group discussion due Friday 2/14 by midnight on Canvas</li> <li>- Week Four Student Feedback Survey due Friday 2/14 by midnight on Canvas</li> </ul> <p><b>More to Explore (Not Required):</b></p> <ul style="list-style-type: none"> <li>• Dear Culture Podcast: Belly of the Beast with Da’Shaun L. Harrison  <a href="https://www.youtube.com/watch?v=zv1PAn7VZIY&amp;ab_channel=theGrio">https://www.youtube.com/watch?v=zv1PAn7VZIY&amp;ab_channel=theGrio</a></li> <li>• Bragg and Harrison. 2023. “Why Your New Diet is Antiblack.” (reading)</li> </ul>
<p><b>Week Five: The Medical Gaze</b></p>	<p><b>Tuesday 2/18</b>  <b>Guest speaker Dr. Aimee Wattiaux – size inclusive physician extraordinaire!</b></p> <p><b>Readings and viewings due:</b></p> <ul style="list-style-type: none"> <li>• Hobbes, Michael. 2018. “Everything You Know About Obesity is Wrong.” (reading)</li> <li>• Pollack, Andrew. 2013. “AMA Recognizes Obesity as a Disease.” NYT. (reading)</li> <li>• “The Obesity Epidemic” – podcast episode, Maintenance Phase (listen)</li> <li>• Mercedes, Marquisele. “No Health, No Care: The Big Fat Loophole in the Hippocratic Oath.” (reading)  <a href="https://pipewrenchmag.com/dismantling-medical-fatphobia/">https://pipewrenchmag.com/dismantling-medical-fatphobia/</a></li> </ul>



**Thursday 2/20**

**Readings and viewings due:**

- Hunger et al. 2020. "An Evidence-Based Rationale for Adopting Weight-Inclusive Health Policy." *Social Issues and Policy Review* 14(1): 73-107. (reading)
- Oswald, Flora. 2024. "Anti-fatness in the Ozempic Era." *The Fat Studies Journal* (reading)
- Your Fat Friend (Aubrey Gordon). 2019. "The Bizarre and Racist History of the BMI." *Elemental*. (reading)
- Association for Size Diversity and Health (ASDAH) website (explore thoroughly!)

**Assignments Due:**

- Small group discussion post due Thursday 2/20 by midnight on Canvas
- Peer responses on small group discussion due Friday 2/21 by midnight on Canvas

**More to Explore (Not Required):**

- Belluz, Julia. 2023. "Obesity in the Age of Ozempic." (reading) <https://www.vox.com/science-and-health/23584679/ozempic-wegovy-semaglutide-weight-loss-obesity>
- Chastain, Ragen. 2016. "Cards to Help Fat Patients at the Doctor's Office" website (explore)
- The implications of defining obesity as a disease: a report from the Association for the Study of Obesity 2021 annual conference (reading)
- Choudhury, Athia. 2022. "Field Notes from a Fatty." (reading) <https://pipewrenchmag.com/invested-to-death-in-thinness/>

**Week Six:  
Trans  
embodiment,  
queering  
fatness, and fat  
sexualities**

**Tuesday 2/25**

**Readings and viewings due:**

- Wykes, Jackie. 2014. "Why Queering Fat Embodiment?" *Queering Fat Embodiment*. (reading)
- White, Francis Ray. 2016. "Fucking Failures: The Future of Fat Sex." *Sexualities* 19(8): 962-979. (reading)
- Asbill, L. 2001. "I'm Allowed to be a Sexual Being." (reading)
- Fancy Feast – The Fat Burlesque Performer (watch) <https://www.youtube.com/watch?v=VG48AGPoIY8>

**Thursday 2/27**

	<p><b>Readings and viewings due:</b></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>• Bek J. Orr (2022) Trans/fat: an autoethnographic exploration of becoming at the intersection of trans and fat, <i>Fat Studies</i>. (reading)</li> <li>• The Gender Nonconformity of My Fatness – Caleb Luna (reading)</li> </ul> <p><b>Assignments Due:</b></p> <ul style="list-style-type: none"> <li>- Small group discussion post due Thursday 2/27 by midnight on Canvas</li> <li>- Peer responses on small group discussion due Friday 2/28 by midnight on Canvas</li> </ul> <p><b>More to Explore (Not Required):</b></p> <ul style="list-style-type: none"> <li>• Jonathan Najarian &amp; Katherine Nee (2022) Fat beyond the fetish: toward a theory of fat-forward sexuality, <i>Fat Studies</i> (reading)</li> <li>• Adam Davies &amp; Ruth Neustifter (2023) Fat fuckers and fat fucking: a feminine ethic of care in sex therapy, <i>Psychology &amp; Sexuality</i>, 14:1, 294-305 (reading)</li> <li>• Wiley, Rachel. 10 Honest Thoughts on Being Loved by a Skinny Boy (viewing)</li> </ul>
<p><b>Week Seven:</b> <b>Fat Embodiment and Disordered Eating and Finding Fat Community!</b></p>	<p><b>Tuesday 3/4</b> <b>Guest Speaker - Shannon Patterson, Counseling Psychologist and ED Specialist</b></p> <p><b>Readings and viewings due:</b></p> <ul style="list-style-type: none"> <li>- Harrop, Erin. 2023. "Theorizing the Fat Body in Feminist Theories of Eating Disorders" (reading)</li> <li>- Siber, Kate. 2022. "You Don't Look Anorexic." <i>New York Times</i>. (reading)</li> <li>- Burnt Toast podcast with Virginia Sole-Smith "The Myth of Full Recovery" (listen)</li> </ul> <p><b>Thursday 3/6</b> <b>Guest Speaker – Ani Janzen, ASDAH Operations and Project Leader, founder of Radical Health Alliance and Twin Cities Fat Community – class on Zoom!</b></p>

	<p><b>Readings and viewings due:</b></p> <ul style="list-style-type: none"> <li>• Fat Community Resources (explore) <ul style="list-style-type: none"> <li>- <a href="https://www.facebook.com/groups/TwinCitiesFatCommunity/">https://www.facebook.com/groups/TwinCitiesFatCommunity/</a></li> <li>- <a href="https://www.radicalhealthalliance.org/">https://www.radicalhealthalliance.org/</a></li> <li>- <a href="https://www.facebook.com/groups/814259209527384">https://www.facebook.com/groups/814259209527384</a> (Madison’s Fat Awesome Babes Swim Club (FABS))</li> </ul> </li> </ul> <p><b>Assignments Due:</b></p> <ul style="list-style-type: none"> <li>- Small group discussion post due Thursday 3/6 by midnight on Canvas</li> <li>- Peer responses on small group discussion due Friday 3/7 by midnight on Canvas</li> <li>- Final Project Topic Selection and Five Sources Assignment due Sunday 3/9 by midnight on Canvas</li> </ul> <p><b>More to Explore (Not Required):</b></p> <ul style="list-style-type: none"> <li>• Maintenance Phase: Eating Disorders podcast episode (listen)</li> </ul>
<p><b>Week Eight:</b> <b>Policing Pregnant Embodiment and Mother Blame</b></p>	<p><b>Tuesday 3/11</b> <b>Guest speaker Paige Wiese! Educator extraordinaire and badass mother of three!</b></p> <p><b>Readings and viewings due:</b></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>• McPhail and Mazur. 2019. Medicalization, Maternity, and the Materiality of Resistance: “Maternal Obesity” and Experiences of Reproductive Care” (reading)</li> </ul> <p><b>Thursday 3/13</b> <b>Readings and viewings due:</b></p> <ul style="list-style-type: none"> <li>• Friedman, May. 2021. “Pregnancy, Parenting, and the Challenge of Fatness.” <i>The Routledge International Handbook of Fat Studies</i>. (reading)</li> <li>• Virginia Sole Smith Burnt Toast Podcast – “The Myth of the Childhood Obesity Epidemic” episode (audio of Chapter One of her 2023 book <i>Fat Talk: Parenting in the Age of Diet Culture</i>) (listen)</li> </ul> <p><b>Assignments Due:</b></p> <ul style="list-style-type: none"> <li>• Small group discussion post due Thursday 3/13 by midnight on Canvas</li> <li>• Peer responses in small group due Friday 3/14 by midnight on Canvas</li> </ul>

	<ul style="list-style-type: none"> <li>• Week Eight Self-Participation Assessment and Group Participation Assessment due Friday 3/14 by midnight on Canvas</li> </ul> <p><b>More to Explore (Not Required):</b></p> <ul style="list-style-type: none"> <li>• Durocher, Myriam. 2023. “‘Healthy’ Food and the Production of Differentiated Bodies in ‘Anti-Obesity’ Discourses and Practices.” <i>Fat Studies</i> 12(1):37–54. (reading)</li> <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>• Lind, McPhail and Mazur. 2023. “Gender, Fat, and Reproductive Health Care: Negotiating Fat Pregnancy in the Context of Eugenics.” (reading)</li> <li>• Quirke, Linda. 2016. “Fat Proof Your Child: Parenting Advice and ‘Child Obesity.’” <i>Fat Studies</i>, 137-155. (reading)</li> <li>• Fat and Pregnant website/resource guide (explore) <a href="https://www.fatandpregnant.com/">https://www.fatandpregnant.com/</a></li> </ul>
<p><b>Week Nine: Fatness and Disability – exploring intersections, protections, and access</b></p>	<p><b>Tuesday 3/18</b> <b>Readings and viewings due:</b></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. 2015. “Disability Studies Gets Fat.” (reading)</li> <li>• The Disability Visibility Project – Fat Liberation episode - (listen)</li> </ul> <p><b>Thursday 3/20</b> <b>To be decided – possible guest speaker Ragen Chastain</b> <b>No readings and viewings due!</b> <b>Possible accessibility assignment peer workshop</b></p> <p><b>Assignments Due:</b></p> <ul style="list-style-type: none"> <li>• Small group discussion post due Thursday 3/20 by midnight on Canvas</li> <li>• Peer responses in small group due Friday 3/21 by midnight on Canvas</li> <li>• Accessibility Assignment due Sunday 3/23 by midnight on Canvas</li> </ul> <p><b>More to Explore (Not Required):</b></p> <ul style="list-style-type: none"> <li>• Fahs, Breanne. 2018. “Transformational Pedagogies of the Abject Body: An Argument for Radical Fat Pedagogies”</li> <li>• Mollow, Anna. 2017. “Unvictimized: Towards a Fat Black</li> </ul>

	<p>Disability Studies.” <i>African American Review</i> 50(2): 105 -121. (reading)</p> <ul style="list-style-type: none"> <li>• Fortune, Kaitlyn. 2023. Living While Fat (reading)</li> </ul>
<b>SPRING BREAK</b>	<b>NO CLASSES – Have fun and be safe!</b>
<p><b>Week Ten:</b>  <b>TBD – figuring out potential guest speaker and associated materials!</b></p>	<p><b>Tuesday 4/1</b>  <b>Readings and viewings due:</b></p> <p><b>Thursday 4/3</b>  <b>Readings and viewings due:</b></p> <p><b>Assignments Due:</b></p> <ul style="list-style-type: none"> <li>• Small group discussion post due Thursday 4/3 by midnight on Canvas</li> <li>• Peer responses in small group due Friday 4/4 by midnight on Canvas</li> </ul> <p><b>More to Explore (Not Required):</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Week Eleven:</b>  <b>Sensationalizing Fat: Fatness in Popular Media</b></p>	<p><b>Tuesday 4/8</b>  <b>Readings and viewings due:</b></p> <ul style="list-style-type: none"> <li>• Fattitude film (video) – access via UW Madison Library Kanopy film database</li> <li>• Bias, Stacy. The 12 Good Fatty Archetypes. (reading)</li> <li>• Evangelia Kindinger (2022) “An obese turtle on his back” – fat-shaming Donald J. Trump and the spectacle of fat masculinity” <i>Fat Studies</i>, 11:3, 333-346 (reading)</li> </ul> <p><b>Thursday 4/10</b>  <b>Guest Speaker – Judith Schreier, Doctoral student at the Department for English and American Studies, Humboldt University of Berlin</b></p> <p><b>No readings and viewings due</b></p> <p><b>Women’s and Gender Studies Consortium Conference</b>  <b>April 10<sup>th</sup> – 12<sup>th</sup> – attend the proceedings!</b>  <a href="https://consortium.gws.wisc.edu/conference/2025-conference/">https://consortium.gws.wisc.edu/conference/2025-conference/</a></p> <p><b>Assignments Due:</b></p> <ul style="list-style-type: none"> <li>• Small group discussion post due Thursday 4/10 by midnight on Canvas</li> <li>• Peer responses in small group due Friday 4/11 by midnight on</li> </ul>

	<p>Canvas</p> <ul style="list-style-type: none"> <li>• Media Literacy Response Paper due Sunday 4/13 by midnight on Canvas</li> </ul>
<p><b>Week Twelve: Fat, Culture, and the Politics of Belonging: Immigration, Access, and the Ideal Citizen</b></p> <p><b>Anddd...a visit from Size Inclusive Medicine!</b></p>	<p><b>Tuesday 4/15</b> <b>Readings and viewings due:</b></p> <ul style="list-style-type: none"> <li>• Sarkar, Sucharita. 2019. "May My Children Always Have Milk and Rice": Problematizing the Role of Mothers in Childhood Fatness in India (reading)</li> <li>• E. Cassandra Dame-Griff (2020) The Future is Brown...and Fat: Population Control, Latina/o/x "Health" and Protecting the Future Nation-State, <i>Fat Studies</i>, 9:3, 220-233. (reading)</li> <li>• Pause, Cat. 2018. "Frozen: A Fat Tale of Immigration." <i>Fat Studies</i>, 8:1, 44-59. (reading)</li> </ul> <p><b>Thursday 4/17</b> <b>Guest speakers – visit from members of Size Inclusive Medicine of the UW-Madison Medical School!</b> <b>Readings and viewings due:</b></p> <ul style="list-style-type: none"> <li>• Size Inclusive Medicine website (explore) <a href="https://sizeinclusivemedicine.org/">https://sizeinclusivemedicine.org/</a></li> <li>• Joanne A. Rathbone, Lillian Smyth &amp; Tegan Cruwys (2024) A mixed-methods investigation of weight bias reduction in medical students, <i>Fat Studies</i>, 13:3, 319-337 (reading)</li> </ul> <p><b>Assignments Due:</b></p> <ul style="list-style-type: none"> <li>• Small group discussion post due Thursday 4/17 by midnight on Canvas</li> <li>• Peer responses in small group due Friday 4/18 by midnight on Canvas</li> <li>• Self-Participation Assessment and Group Participation Assessment due Friday 4/18 by midnight on Canvas</li> </ul> <p><b>More to Explore (Not Required):</b></p> <ul style="list-style-type: none"> <li>• Brewis et al. 2011. "Body Norms and Fat Stigma in Global Perspective." (reading)</li> </ul>
<p><b>Week Thirteen: Fatness, Education, and Public Spaces</b></p>	<p><b>Tuesday 4/22</b> <b>Readings and viewings due:</b></p> <ul style="list-style-type: none"> <li>• Fat Camps episode, <i>Maintenance Phase</i> podcast, available on Spotify (listen)</li> </ul>

- Sykes, Heather and McPhail, Deborah. 2008. "Unbearable Lessons: contesting fat phobia in physical education." *Sociology of Sport Journal* 25: 66-96. (reading)
- Pausé, C. (2019). (Can we) get together? Fat kids and physical education. *Health Education Journal*, 78(6), 662–669. (reading)

**Thursday 4/24**

**Readings and viewings due:**

- Gleisner, David. 2024. How Nelson Holland of @FatBlackAndGettinIt Found His Place Outside (reading)
- Potvin and Niblett. 2023. Queer, fat, and OUTdoors. (reading)
- Ohlendorf and Anders. 2022. "Running as a way fat women re-story their bodies and construct a runner identity in a North American sociocultural context." (reading)

**Assignments Due:**

- Small group discussion post due Thursday 4/24 by midnight on Canvas
- Peer responses in small group due Friday 4/25 by midnight on Canvas

**More To Explore (Not Required):**

- Nicole L. Taylor (2011) "Negotiating Popular Obesity Discourses in Adolescence." *Food, Culture & Society*, 14:4, 587-606. (reading)
- Leahy, D. (2014). Assembling a health(y) subject: Risky and shameful pedagogies in health education. *Critical Public Health*, 24(2), 171-181. (reading)
- Alexander, Katy. 2022. "It's a Big Fat Deal." (reading)  
<https://rethinkingschools.org/articles/its-a-big-fat-deal/>

**Week Fourteen:  
Fat Activism  
and the Future  
of Fatness**

**Tuesday 4/29**

**Readings and viewings due:**

- Snider and Whitesel. 2021. "Interactive nature of fat activism and fat studies within and outside academia." *Fat Studies* 10(3): 215-220. (reading)
- Friedman, May. 2019. "Dismantling the Empire: In Defense of Incoherence and Intersectionality." (reading)

**Thursday 5/1**

**Reflections! Farewells! Party time!**

**Readings and viewings due:**

- Carmen Maria Machado, "The Trash Heap Has Spoken." 2021.

(reading)

- Joy Cox, "Don't Forget to Be Yourself." 2023. (reading)

#### **Assignments Due:**

- Small group discussion post due Thursday 5/1 by midnight on Canvas (last one!)
- Peer responses in small group due Friday 5/2 by midnight on Canvas (last one!)
- Fat Praxis Reflective Statement due Friday 5/2 by midnight on Canvas
- **Final Project due Tuesday 5/6 by midnight on Canvas**

#### **More to Explore:**

- Ela Przybylo and Breanne Fahs, 2021, "Fatness, friendship, and "corpu-allyhood" stratagems" *Fat Studies*. (reading)
- Cooper, Charlotte. 2021. "Doing." *Fat Activism*. 51-95. (reading)

## Other Important Information

### **Covid Policy Information**

***Masks are not required but are encouraged in the classroom! Please stay home if you are sick or if you have tested positive for Covid-19 or other communicable viruses. Please communicate absences with Dr. Kate!***

### **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:

Department Chair, Dr. Judy Houck ([jahouck@wisc.edu](mailto:jahouck@wisc.edu))

Department Administrator, Jamie Gratrix ([jamie.gratrix@wisc.edu](mailto:jamie.gratrix@wisc.edu))

Graduate Coordinator, Duachi Yang ([duachi.yang@wisc.edu](mailto:duachi.yang@wisc.edu))

Undergraduate Advisor, Lachrista Greco ([lachrista.greco@wisc.edu](mailto:lachrista.greco@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 with accessibility needs. [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 (HELIO CAMPUS)**

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 HELIO Campus. 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.

**If you have reached the end of this syllabus, hey, thank you so much for reading it! You rock!**