

Framing Fatness

GWS 523
Framing Fatness:
Gender, Size,
Constructing Health

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

Spring 2023
Jan. 24th – May 5th
Tu/Th 9:30 – 10:45 am
Van Vleck B115



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

University of Wisconsin-Madison Land Acknowledgment

The University of Wisconsin–Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop (day-JOPE) since time immemorial.

In an 1832 treaty, the Ho-Chunk were forced to cede this territory.

Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin.

This history of colonization informs our shared future of collaboration and innovation.

Today, UW–Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

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/345964>

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, 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 the state, the criminal justice system, 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

Body politics
Policing Othered bodies
Media representation
Race and color
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 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

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

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

Feel some joy, energy, and curiosity through the learning process!

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, intro level classes, and some 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

Student hours: Tu/Th 4 – 5 p.m. and by appt

In person – Sterling 3323

(Student hours are “office hours” but I don't

like the term office hours. The place isn't the thing that matters...you are!)

Please email me for an appointment if the above times do not work. Thank you!

Things I enjoy:

My children Kraemer and 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)

Baked goods

Canoeing and kayaking



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.



Class Engagement (250 points - 25% 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 what you are taking from the class. Your active engagement 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. A rubric for participation can be found under Assignments on Canvas.

As part of your engagement grade, you will be asked to complete five brief assessments:

- Student feedback survey (week four)
- Self-assessment on participation/discussion (week nine)
- Group-assessment on participation/discussion (week nine)
- Self-assessment on participation/discussion (week fourteen)
- Group-assessment on participation/discussion (week fourteen)

These assessments can be accessed and submitted on Canvas and will be factored into your overall engagement grade at the end of the semester.

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 **three** readings/viewings from the course in addition to at least **two** other academic sources.

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 paper 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 paper and to demonstrate your ability in seeking out academic literature related to a particular topic and providing formal citations for those sources. The assignment should include a paragraph explanation of your chosen topic, and the five sources listed in ASA reference format. Check out Purdue OWL for tips on ASA citation and reference format!

A rubric for the topic and five sources assignment is available under Rubrics on Canvas.

Readings Quizzes (180 points – 18% of overall grade):

Over the course of the semester, you will be given 6 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 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 180 points, or 18% of your overall grade in the class.

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!

Towards 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 7 to 9 pages double spaced)
- 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 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!

Reflective Statement (120 points – 12% of overall grade):

At the end of the semester, you will write a double-spaced, 3-page reflection on the course and how you have come to identify, understand, and analyze fat bodies as a site of social, cultural, and political meaning making. 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? And how did this class impact your understandings of your own body narrative? 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. **Be sure to cite and make references to at least THREE sources from the class in your reflection!**

A rubric for the reflection is available under Rubrics on Canvas.

******If you are a graduate student in this course, please email me within the first week or two of class to schedule a brief meeting about graduate level course expectations!******

Course Grading Scale:

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

***Grades that are resting in between (for example, 92.5) will be rounded up or down 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 classroom. I also recognize that your lives, like mine, are complex and busy 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 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.

For every week that an assignment is late, you will incur a penalty of 10% off your total grade for that assignment. Late assignments can only earn up to 80% of the total amount.

If you have a valid reason to turn in an assignment late, you must 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.**

The final paper must be submitted on the due date.

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

I recognize that we are still operating within a global pandemic – if you need extra time, flexibility, support, or assistance, I ask that you please 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>

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/>

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.

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

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, 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 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. There is a distinct difference between experiencing harm and experiencing discomfort, and 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, I ask that you make me aware of the circumstances. 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.

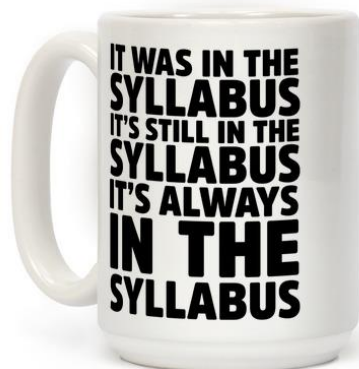
*I want to challenge us to remember that we are not the measure of all things. I absolutely encourage the use of experience and personal perspective in framing how we talk about the material, but the goal of the course is to think **beyond** those experiences and perspectives, and engage in thinking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

- 1) Presume positive intentions, 2) Listen attentively and intentionally, 3) Aim for shared participation, 4) Engage respectfully always, 5) Respect boundaries, and 6) 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. As such, by choosing to remain in this course, you agree to all the addressed requirements and stipulations. ***I reserve the right to alter this syllabus at any time, but with fair and appropriate warning.***
- 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!
- 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 within two weeks of submission, often it will be less. I will keep the gradebook up to date to the best of my ability. 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.
- **We read a lot in this class!** 😊
- Any and all late work must be submitted by the last day of class to be considered for credit. The deadline for work submitted on Canvas is midnight for all listed assignments on the designated day. Please reach out to me with questions about assignment expectations and submissions!



You can certainly always email me, but if you do have a question about the class... Please check the syllabus first! Thank you!

<p>Week One: Welcome and Situating Fat</p>	<p>Tuesday 1/24 No readings and viewings due Welcome! Introductions and going over syllabus</p> <p>Thursday 1/26:</p> <ul style="list-style-type: none"> • The Urgency of Intersectionality – Kimberlé Crenshaw (video) • Bodies as Resistance – Sonya Renee Taylor (video) • So You Want to Acknowledge the Land? Summer Wilkie, 2021 (reading) • The Fat Liberation Manifesto. Judy Freespirit and Aldebaran. 1973. (reading) • Bay, Kivan. 2016. Glossary of a Fat Activist. (reading) • Ash Nischuk. 2016. “Beyond Superfat: Rethinking the Farthest End of the Fat Spectrum.” (reading) http://thefatlip.com/2016/12/20/beyond-superfat-rethinking-the-farthest-end-of-the-fat-spectrum/
<p>Week Two: Framing Fat History and the Formation of “Obesity”</p>	<p>Tuesday 1/31: Readings and viewings due:</p> <ul style="list-style-type: none"> - R. Marie Griffith. 2004. “Perilous Body Gospels.” In <i>Born Again Bodies</i>. 1-18. (reading) - Erdman Farrell, Amy, 2011. “Fat and the Uncivilized Body”. In <i>Fat Shame</i>. New York: New York University Press. (reading) - Strings, Sabrina. 2019. “Introduction.” <i>Fearing the Black Body</i>. 1-12. (reading) <p>Thursday 2/2: Readings and viewings due:</p> <ul style="list-style-type: none"> - Cooper, Charlotte. 2010. <i>Fat Studies: Mapping the Field</i>. <i>Sociology Compass</i> 4(12): 1020-1034. (reading) - Dionne, Evette. 2019. <i>Here’s What Fat Acceptance Is – and Isn’t</i>. (reading) - Thoun, Darci L. 2021. “Am I fat?” <i>The Routledge International Handbook of Fat Studies</i>. (reading) - Gibson, Gemma. 2022. “Health-ism At Every Size: The Duties of the Good Fatty.” <i>Fat Studies</i> 11(1): 22-35. (reading)
<p>Week Three: The Medical Gaze and “Fixing” Fatness</p>	<p>Tuesday 2/7: Readings and viewings due:</p> <ul style="list-style-type: none"> • Hobbes, Michael. 2018. “Everything You Know About Obesity is Wrong.” (reading) • Murray, Samantha. 2008. “Pathologizing ‘Fatness’: Medical Authority and Popular Culture.” <i>Sociology of Sport Journal</i> 25: 7-21. (reading) • NOVA episode – The Truth About Fat (video) – access through UW Madison Library Kanopy film database

	<p>Thursday 2/9: Readings and viewings due:</p> <ul style="list-style-type: none"> • 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) • Ingraham, Natalie. 2021. “Fat Studies and Public Health.” <i>The Routledge International Handbook of Fat Studies</i>. (reading) • 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 • Association for Size Diversity and Health (ASDAH) website (explore thoroughly!) • Chastain, Ragen. 2016. “Cards to Help Fat Patients at the Doctor’s Office” website (explore)
<p>Week Four: Anti-fatness as Anti-Blackness</p>	<p>Tuesday 2/14: Readings and viewings due:</p> <ul style="list-style-type: none"> • Sabrina Strings. 2019. “The Rise of the Big Black Woman.” In <i>Fearing the Black Body</i>. 67-99. (reading) • Bragg and Harrison. 2023. “Why Your New Diet is Antiblack.” (reading) • Cavazos, Emily. 2021. <i>The Inextricable Link Between Anti-Fatness and Anti-Blackness</i>. Website and interactive map (explore) <p>Thursday 2/16: Readings and viewings due:</p> <ul style="list-style-type: none"> • Harrison, Da’Shaun. Chapter excerpt – <i>The Belly of the Beast: The Politics of Anti-fatness as Anti-Blackness</i>, 2021 (reading) • Mxhalisa, Nomonde. 2021. “Desirability as Access.” <i>The Routledge International Handbook of Fat Studies</i>. (reading) • Shackelford, Hunter Ashleigh. 2021. “When You Are Already Dead.” <i>The Routledge International Handbook of Fat Studies</i>. (reading) <p>Student Feedback Survey due Thursday 2/16 by midnight on Canvas</p>
<p>Week Five: Fatness, Food Insecurity, and the Feminization of Poverty</p>	<p>Tuesday 2/21: Readings and viewings Due:</p> <ul style="list-style-type: none"> - 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)

	<ul style="list-style-type: none"> - Alanna K. Higgins (2023) Produce prescription programs, bodily norms, and federal nutrition policy, <i>Fat Studies</i>, 12:1, 21-36. (reading) <p>Thursday 2/23: Readings and Viewings due:</p> <ul style="list-style-type: none"> - Kirkland, Anna. 2011. "The Environmental Account for Obesity: A Case for Feminist Skepticism." <i>Signs</i>. (reading) - Friedrich Schorb. 2022. Fat as a neoliberal epidemic: Analyzing fat bodies through the lens of political epidemiology, <i>Fat Studies</i>, 11:1, 70-82. (reading)
<p>Week Six: Sensationalizing Fat: Fatness in Popular Media</p>	<p>Tuesday 2/28: Readings and viewings due:</p> <ul style="list-style-type: none"> • Fattitude film (video) – access via UW Madison Library Kanopy film database • Byers, Lyla and Williams, Heidi. 2022. Hollywood's Slim Pickings for Fat Characters." <i>Fat Studies</i>. (reading) • Bias, Stacy. The 12 Good Fatty Archetypes. (reading) <p>Thursday 3/2: Readings and viewings due:</p> <ul style="list-style-type: none"> • Bailey, Courtney. 2010. "Supersizing America: Fatness and Post-9/11 Cultural Anxieties." <i>The Journal of Popular Culture</i> 43(3): 441-462. (reading) • 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) <p><i>Media Literacy Response Due Thursday 3/2 by midnight on Canvas</i></p>
<p>Week Seven: Policing Pregnant Embodiment and Mother Blame</p>	<p>Tuesday 3/7: Readings and viewings due:</p> <ul style="list-style-type: none"> • Sole-Smith, Virginia. 2019. "When You're Told You're Too Fat to Get Pregnant." <i>New York Times Magazine</i>. (reading) • 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) • Plus Size Birth website (explore) <p>Thursday 3/9: Readings and viewings due:</p> <ul style="list-style-type: none"> - Friedman, May. 2021. "Pregnancy, Parenting, and the Challenge of Fatness." <i>The Routledge International Handbook of Fat Studies</i>. (reading)

	<p>- Quirke, Linda. 2016. "Fat Proof Your Child: Parenting Advice and 'Child Obesity.'" <i>Fat Studies</i>, 137-155. (reading)</p> <p><i>Final Project Topic Selection and Five Sources Assignment due Thursday 3/9 by midnight on Canvas</i></p>
Week Eight	SPRING BREAK – NO CLASSES
Week Nine: Fat Sexualities	<p>Tuesday 3/21: Readings and viewings due:</p> <ul style="list-style-type: none"> • Jonathan Najarian & Katherine Nee (2022) <i>Fat beyond the fetish: toward a theory of fat-forward sexuality</i>, <i>Fat Studies</i> (reading) • Luckett, Sharrell D. 2016. "Standing on the Edge of My Life: Recuperating Fat Sexuality in Beats and Measures." <i>Qualitative Inquiry</i> 823-826. (reading) • Whitesel, Jason. 2021. "Review of Scholarship on Fat-Gay Men." <i>The Routledge International Handbook of Fat Studies</i>. 234-253. (reading) • Wiley, Rachel. 10 Honest Thoughts on Being Loved by a Skinny Boy (viewing) <p>Thursday 3/23: No class! <i>Dr. Kate Body mapping event – register to join:</i> https://www.talent.wisc.edu/Catalog/Default.aspx?CK=74567</p> <p><i>Self Participation Assessment and Group Participation Assessment due Thursday 3/23 by midnight on Canvas</i></p>
Week Ten: Fatness, Trans embodiment, and queering fatness	<p>Tuesday 3/28: Readings and viewings due:</p> <ul style="list-style-type: none"> • Wykes, Jackie. 2014. "Why Queering Fat Embodiment?" <i>Queering Fat Embodiment</i>. (reading) • The Gender Nonconformity of My Fatness – Caleb Luna (reading) • White, Francis Ray. 2016. "Fucking Failures: The Future of Fat Sex." <i>Sexualities</i> 19(8): 962-979. (reading) • Charlotte Cooper (2012) A Queer and Trans Fat Activist Timeline: Queering Fat Activist Nationality and Cultural Imperialism, <i>Fat Studies</i>, 1:1, 61-74 (reading) <p>Thursday 3/30: Readings and viewings due:</p> <ul style="list-style-type: none"> • 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)

	<ul style="list-style-type: none"> • Orchard, Sam. 2021. "TransFat." <i>The Routledge International Handbook of Fat Studies</i>. (reading) • Bek J. Orr (2022) Trans/fat: an autoethnographic exploration of becoming at the intersection of trans and fat, <i>Fat Studies</i>. (reading)
<p>Week Eleven: Fatness and Disability – exploring intersections</p>	<p>Tuesday 4/4: Readings and viewings due:</p> <ul style="list-style-type: none"> • Herndon, April. 2021. "Fatness and Disability." <i>The Routledge International Handbook of Fat Studies</i>. (reading) • Mollow, Anna. 2017. "Unvictimized: Towards a Fat Black Disability Studies." <i>African American Review</i> 50(2): 105 -121. (reading) • The Disability Visibility Project – Fat Liberation episode - (listen) <p>Thursday 4/6: Readings and viewings due:</p> <ul style="list-style-type: none"> • Kirkland, Anna. 2008. "Introduction: The Challenge of Difference." <i>Fat Rights: Dilemmas of Difference and Personhood</i>. 1-29. (reading)
<p>Week Twelve: Fat Exclusion – Immigration, Access, and the Ideal Citizen</p>	<p>Tuesday 4/11: Readings and viewings due:</p> <ul style="list-style-type: none"> - 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) - Pause, Cat. 2018. "Frozen: A Fat Tale of Immigration." <i>Fat Studies</i>, 8:1, 44-59. (reading) - Campos, Paul. 2010. "Hey Michelle, Stop Picking On Fat Kids." CBS. (reading) <p>Thursday 4/13: WGSC Annual Conference No class – rest, relax, catch up on work, and enjoy conference events taking place between Thursday 4/13 and Saturday 4/15! No readings and viewings due Extra credit opportunity (worth 20 points) – attend two conference panels and write a 1- to 2- page reflection on each and draw connections to how the panels relate to our class content</p>
<p>Week Thirteen: Violences Against Fat People</p>	<p>Tuesday 4/18: Readings and viewings due:</p> <ul style="list-style-type: none"> • Prohaska, Ariane and Gailey, Jeannine. 2010. "Achieving Masculinity through Sexual Predation: The Case of Hogging."

	<p><i>Journal of Gender Studies</i> 19(1): 13-25. (reading)</p> <ul style="list-style-type: none"> • Whelan, Nora. 2018. "Believing Women Means Believing the Plus Size Ones Too." (reading) • Stokes, Rebecca. 2018. Why Fat Women are Believed Less When They're Raped. (reading) <p>Thursday 4/20: Readings and viewings due:</p> <ul style="list-style-type: none"> • Gotovac S, LaMarre A, Lafreniere K. 2020. "Words with weight: The construction of obesity in eating disorders research." <i>Health</i> 24(2):113-131. (reading) • Siber, Kate. 2022. "You Don't Look Anorexic." New York Times. (reading) • Maintenance Phase: Eating Disorders podcast episode (listen)
<p>Week Fourteen: Fatness, Adolescence, and Education</p>	<p>Tuesday 4/25: Readings and viewings due:</p> <ul style="list-style-type: none"> • Nicole L. Taylor (2011) "Negotiating Popular Obesity Discourses in Adolescence." <i>Food, Culture & Society</i>, 14:4, 587-606. (reading) • Fat Camps episode, <i>Maintenance Phase</i> podcast, available on Spotify (listen) <p>Thursday 4/27: Readings and viewings due:</p> <ul style="list-style-type: none"> • Sykes, Heather and McPhail, Deborah. 2008. "Unbearable Lessons: contesting fat phobia in physical education." <i>Sociology of Sport Journal</i> 25: 66-96. (reading) • Pausé, C. (2019). (Can we) get together? Fat kids and physical education. <i>Health Education Journal</i>, 78(6), 662–669. (reading) <p><i>Self Participation Assessment and Group Participation Assessment due Thursday 4/27 by midnight on Canvas</i></p> <p><i>Final Project due Monday 5/1 by midnight on Canvas</i></p>
<p>Week Fifteen: Fat Activism and the Future of Fatness</p>	<p>Tuesday 5/2: Readings due:</p> <ul style="list-style-type: none"> - Carmen Maria Machado, "The Trash Heap Has Spoken." 2021. (reading) - Ela Przybylo and Breanne Fahs, 2021, "Fatness, friendship, and "corpu-allyhood" stratagems" <i>Fat Studies</i>. (reading)

- Snider and Whitesel. 2021. "Interactive nature of fat activism and fat studies within and outside academia." *Fat Studies* 10(3): 215-220. (reading)

Thursday 5/4:

Readings and viewings due:

No readings and viewings due, reflections on the class

Reflective Statement due Friday 5/5 by midnight on Canvas

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), and the Graduate Coordinator Susan Nelson (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.

Covid Policy Information

Masks are not required but are certainly encouraged in the classroom!

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

Effective March 12, 2022, masks may be worn but are no longer required inside university buildings. Masks are required when visiting COVID-19 test sites and other clinical spaces on campus, including University Health Services.

Please check [UW-Madison Transportation Services](#) and [Madison Metro](#) for current mask requirements for public transportation, including campus buses.

You should wear a mask for 10 days following a positive COVID-19 test and for 10 days following an exposure to someone with COVID-19.