

Existing and Special Topics Course

Course 499 The Battle for Perfection

Instructor of Record: Susan S. Dahlheimer phone: 43284 e-mail: ssdahl@iup.edu

Step One: Department or its Curriculum Committee

The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows:

1. Will an instructor who is qualified in the distance education delivery method as well as the discipline teach the course? XX Yes ___ No
2. Will the technology serve as a suitable substitute for the traditional classroom? XX Yes ___ No
3. Are there suitable opportunities for interaction between the instructor and student? XX Yes ___ No
4. a. Will there be suitable methods used to evaluate student achievement? XX Yes ___ No
b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty)? XX Yes ___ No

5. Recommendation:

XX Positive (The objectives of the course can be met via distance education.)

___ Negative



signature of department designee

4/9/04

date

If positive recommendation, immediately forward copies of this form and attached materials to the Provost and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

Step Two: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE

X Positive recommendation

___ Negative recommendation



signature of committee chair

4/13/04

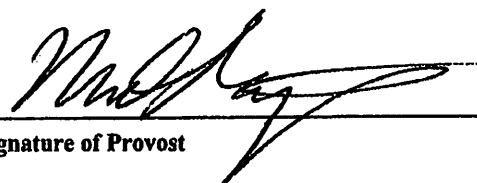
date

Forward this form to the Provost within 24 calendar days after review by committee.

Step Three: Provost

X Approved as distance education course

___ Rejected as distance education course



signature of Provost

4/13/04

date

Step Four:

Forward materials to Dean of the School of Continuing Education.

APR - 6 2004

a. Response to CBA questions 1-4

- 1. Will an instructor who is qualified in the distance education delivery method as well as the discipline teach the course?**

I have used the following technologies for class instruction:

- *Web-CT for 5 years to administer exams, quizzes and other class activities**
- *e-mail for communication with students**
- *electronic reserve for 3 years to distribute class readings**

My BS and MS degrees are in human nutrition and my PhD is in higher education with a concentration in nutrition; I am a Registered Dietitian and Fellow of the American Dietetic Association. I regularly participate in seminars and continuing education activities related to weight management and eating disorders. I have taught the course content since 1997, first as a special topics course and as LBST 499 since fall 2001.

- 2. Will the technology serve as a suitable substitute for the traditional classroom?**

In the traditional offering of this course, course material is presented through a series of electronically disseminated readings and videotapes, which are then explored through class discussions and written projects. The electronic format is ideally suited to this delivery, because the readings are available through electronic reserve and the videos can be converted to disk format.

Students will be assigned to small groups for on-line class discussions and will post the group's responses for the rest of the class. Student projects will be posted for class review and response. This format adequately substitutes for the traditional classroom exchange. In fact, many students are more willing to share this content, which is sometimes sensitive, in written format than face to face.

- 3. Are there suitable opportunities for interaction between the instructor and student?**

I will schedule on-line office hours three days per week, and will give written response to all student completed assignment. Additionally, I will respond to any e-mail daily.

- 4. a. Will there be suitable methods used to evaluate student achievement?**

The following assignments, which are currently used in the classroom delivery of this courses, will be evaluated for grading purposes:

- *book review of relevant book (no duplication by class)**
- *analysis of body image presentation by recent feature film**
- *course project: use of course material to synthesize a “product” related to major or future career**
- *discussion of popular weight reduction diet**

Grading rubrics for each assignment will be adapted for electronic delivery.

- b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty)?**

The course policy statements address academic integrity, with consequences for violations delineated. All student writing will be checked against source materials for plagiarism.

1. **Catalog Description**

L&ST 499 The Battle for Perfection

(3c-01-3sh)

Prerequisites: 73 s.h.

Why do many people think that they're too fat and embark on a never-ending quest to lose weight? Is being fat really a health risk? What about being too thin? How do societal norms dictate our eating behaviors? Where do eating disorders come from, and how do they differ from disordered eating? How can you help a friend who has an eating disorder? This course explores these and other issues with readings, on-line class discussions, and videos. Students will present articles and book reviews from a wide variety of professional and popular literature and will develop course projects relevant to their chosen field of study.

SYLLABUS

I. **Catalog Description**

LB ST 499 The Battle for Perfection

3 credits

Prerequisites:73 sh

Why do many people think that they're too fat and embark on a never-ending quest to lose weight? Is being fat really a health risk? What about being too thin? How do societal norms dictate our eating behaviors? Where do eating disorders come from, and how do they differ from disordered eating? How can you help a friend who has an eating disorder? This course explores these and other issues with readings, class discussions, videos, and guest speakers. Students will present articles and book reviews from a wide variety of professional and popular literature and will develop course projects relevant to their chosen field of study.

II. **Course Objectives:**

Upon completion of the course, students will:

1. Define and identify key diagnostic criteria of obesity, anorexia nervosa, bulimia, binge eating, and disordered eating.
2. Explain the interactive contributions of societal norms and weight control strategies in fostering disordered eating.
3. Explain at least three health risks associated with obesity, bulimia, and anorexia nervosa.
4. Examine nutritional, psychological, and societal benefits/risks associated with disordered eating, and explore the associated ethical dilemmas.
5. Critically evaluate safety and healthfulness of popular weight loss programs.
6. Describe strategies for the prevention of eating disorders.
7. Examine diverse opinions about course issues (eating disorders, body image, and weight control) in popular and professional literature and formulate an opinion, supporting it with scientific evidence.

8. Use appropriate multi-disciplinary professional materials to develop a project (presentation, educational tool, evaluation tool, etc.) appropriate for the student's chosen field of study.

III. Course Outline

A. Introduction

1. Description of course content
2. Support for opposing points of view
3. Using literature to formulate and support an opinion
4. Concept of synthetic thinking

B. Body image

1. Societal attitudes toward body size and shape
 - a. Representations in film and video
 - b. Representations in current and classic fiction
2. Cultural norms for body image
 - a. Evolution of body norms
 - b. Depiction in visual arts
 - c. Current influences
 - d. Racial influences
3. Influence of gender and sexual orientation
 - a. Characteristics of male vs. female image
 - b. Homosexuality and eating disorders
 - c. Feminist theory
4. Relationship to chosen career/profession
5. Size acceptance
 - a. Size discrimination
 - b. Organizations promoting size acceptance

C. Weight control (12 hours)

1. Assessment of weight status
 - a. Weight for height

- b. Body mass index
 - c. Body composition assessment
2. Health risks of obesity/weight loss
- a. Interpretation of risk statistics
 - b. Obesity-related risks
 - 1. Cardiovascular diseases
 - 2. Diabetes
 - 3. Cancers
 - 4. Other disorders
 - c. Weight reduction risks
 - 1. Rapid weight loss
 - a) gall bladder diseases
 - b) heart failure
 - c) thyroid disorders
 - 2. Regain
 - a) cardiovascular diseases
 - b) diabetes
 - c) psychological consequences
3. Methods of weight loss - mechanisms and risks of:
- 1. Protein sparing fasts
 - 2. Carbohydrate restriction
 - 3. Fat gram counting
 - 4. Exchange system diets
 - 5. Current fads

D. Eating disorders vs. disordered eating

- 1. Definitions
 - a. Anorexia nervosa
 - b. Bulimia nervosa
 - c. Binge eating disorder
 - d. Disordered eating
 - e. Normalized eating
- 2. Theories of cause
 - a. Personality
 - b. Family structure
 - c. Biochemical
 - d. Genetic

3. Diagnosis and assessment
 - a. Screening tools
 - b. Diagnostic instruments

4. Treatment
 - a. Psychotherapy
 - b. Nutrition intervention

5. Prevention
 - a. Self esteem building
 - b. Role of media
 - c. Family education
 - d. Role of schools

- E. Student projects

IV. Evaluation Methods

The final grade for the course will be determined as follows:

- | | |
|---|-----|
| Small group presentations. Each student will participate in small groups which will be assigned to present discuss and post answers to discussion questions, after reviewing assigned reading materials. | 20% |
| Discussion of popular weight loss program. Each student work with one or two other students to develop and present a critique of a current popular weight loss program. | 15% |
| Book reviews. Each student will write and present to the class a review of a relevant book, approved by the instructor. | 20% |
| Film review. Each student will analyze body image messages in a feature length film, approved by the instructor. | 15% |
| Final project. Each student will complete a project relating to the course topic relative to his/her own major, and must deal with some aspect of disordered behavior - | 30% |

compulsive eating, bingeing, anorexia, bulimia, exercise disorder. Projects will be presented to the class and must be approved by the instructor. The posted presentation will include a brief review of current professional literature and describe the purpose of the project and its application to the student's profession.

Grading Scale

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

V. Required textbooks, supplemental books and readings

Required readings for this course are different for each student, and are provided as separate reading lists available through electronic reserve.

VI. Special resources

Videotapes

Eating: A Very Serious Comedy about Women and Food, 1990.

CBS Television. *48 Hours: Mirror, Mirror*, 1999.

CBS Television. *48 Hours: Winning the Weight War*, 1994.

CBS Television: *48 Hours: Weighing the Risks*, 2000.

CBS Television: *48 Hours: Slim Chance*, 2001.

301/302, 1998.

PBS Television. *Frontline: Diet Wars*, 2004

PBS Television. *Frontline: Fat*, 1998.

PBS Television. *Dying to be Thin*, 2000.

ABC Television. *Connie Chung: Life in the Fat Lane*, 1987.

Direct Cinema Ltd. *The Famine Within*, 1990.

VII. **Bibliography - current**

Berg, F. (1997) Afraid to Eat: Children and Teens in Weight Crisis. Healthy Weight Journal.

Berg, F. (1999). Women Afraid to Eat: Breaking Free in Today's Weight-Obsessed World. Healthy Weight Journal.

Brownell, K.D. & C. Fairburn (eds). (1995) Eating Disorders and Obesity: A Comprehensive Handbook. Guilford Press.

Bruch, H. (1978) The Golden Cage: The Enigma of Anorexia Nervosa. Random House.

Brumberg, J.J. (1997) The Body Project: An Intimate History of American Girls. Vintage Books.

Dixon, M. (1994) Love the Body You Were Born With. Berkley Pub. Group.

Garner, D.M. & P.E. Garfinkel (eds) (1997) Handbook of Treatment for Eating Disorders. Guilford Press.

Gaesser, G.A. (1996) Big Fat Lies: The Truth about Your Weight & Your Health. New York: Fawcett Columbine.

Goodman, W.C. (1995) The Invisible Woman: Confronting Weight Prejudice in America. Gurze Books.

Hirschmann, J.R. (1988) Overcoming Overeating. New York: Fawcett Books.

Hirschmann, J.R. (1996) When Women Stop Hating Their Bodies. New York: Fawcett Books.

Kratina, K., N. King & D. Hayes. (1996) Moving Away From Diets. Texas: Helm Publishing.

- Maine, M. (1991) Father Hunger: Fathers, Daughters, & Food. Gurze Books.
- Piper, M. (1994) Reviving Ophelia: Saving the Selves of Adolescent Girls. Bantom Books.
- Reiff, D. & K.K.L. Reiff. (1992) Eating Disorders: Nutrition Therapy in the Recovery Process. Mercer Island, WA: Life Enterprises.
- Roth, G. (1993) When Food is Love: Exploring the Relationship Between Eating and Intimacy. Plume.
- Tribole, E. & E. Resch. (1995) Intuitive Eating: A Recovery Book for the Chronic Dieter. St. Martins Press.
- Waterhouse, D. (1997) Like Mother, Like Daughter. Hyperion Press.

Fiction

- Barr, L. (1997) Emily's Secret: No One Can Find Out. Pages Publishing Group.
- Bennett, C. (1999) Life in the Fat Lane. Bantam Books.
- Brinkerhoff, S. (1998) Balancing Act. Bethany House.
- Caldwell, T. (1976) Answer as a Man. Amereon Ltd.
- Chepaitis, B. (2000) Feeding Christine. Bantam Doubleday Dell.
- Cruise, B. (1995) Picture Perfect, Saved by the Bell. Aladdin Publishing.
- Frank, L. (1996) I Am an Artichoke. Dell Publishing.
- Grant, S. (1996) Passion of Alice. Bantam Books.
- Hall, L.F. (1997) Perk!: The Story of a Teenager with Bulimia. Gurze Books.
- Hanauer, C. (1997) My Sister's Bones: A Novel. Dell Books.
- Levenkron, S. (1981) The Best Little Girl in the World. Warner Books.
- Martin, A.M. (1998) Maggie Diary Two. Scholastic Paperbacks.

McBain, (ed). (1987) Another Part of the City. Warner Books.

McCorkel, J. (1992) The Cheer Leader. Algonquin Books.

McInerney, J. (2000) Model Behavior: A Novel & 7 Stories. Alfred A. Knopf Publishers.

Miller, L.R. (2000) Starving Hearts. Excentrix Press.

Ogilvie, E. (1976) An Answer in the Tide. Amereon Ltd.

Rees, E.M. (1998) Body Lines. Aladdin Paper Backs.

Rosen, J. (1998) Eve's Apple. Penguin Press.

Shute, J. (1997) Life-Size. Morrow/Avon.

Feature Films

America's Sweethearts, 2001

The Mirror Has Two Faces, 1996

Muriel's Wedding, 1994

Nutty Professor, 1996

Real Women Have Curves, 2002

Shallow Hal, 2001

Shrek, 2001

Sample Lesson: Reading Discussion Assignments

Answers to the following questions will be posted by assigned groups of students. Group assignments will represent a mixture of majors so that different perspectives and backgrounds are represented. Your group's responsibility is to formulate a response to the question that is grounded in professional and popular literature. Each member of your group should present a specific portion of the question. Be careful to focus on your portion of the question, and not to duplicate material presented another member of your group or related to another group's question. **This means that your group needs to read all questions and define that information unique to your question. DO NOT** give a detailed summary of any one article; instead, summarize your findings and quote only briefly from any specific article. **You must include in your discussion information from articles that are highlighted in bold in the course packet.** For each question you are assigned, your group should:

1. Examine the electronic reserved readings and select relevant articles in addition to those designated by bold print.
2. Find additional relevant articles in professional literature and on the Internet
3. Prepare a bibliography (i.e. **ONE SINGLE** bibliography; a separate page from any group member will receive a 0 for that portion of the assignment) of the sources you used and post it as part of your presentation. Bibliographies must be organized alphabetically and follow an accepted standardized format.
4. Concisely present you analysis of the question, citing appropriate readings to illustrate your points.
5. Design a minimum of three opinion questions to post for class discussion – something that will engage them in further analysis, etc.

Body Image Questions

1. Describe trends in body image (not just size):
 - a. Historical - *over several past generations; parents, grandparents, etc.*
 - b. National - *e.g. developed vs. underdeveloped countries*
 - c. Racial - *Hispanic, Asian, African, as opposed to Caucasian*
 - d. Sexual orientation - *gay vs. straight, male vs. female*
2. How does society discriminate against fat people (including medical care)? - *employment, health care, financial, fashion, merchandise, etc.*

3. How do children learn attitudes toward fat and how does fatphobia affect them? Include a discussion of instruments evaluating fat attitudes. - *include evaluation instruments in the course packet, other instruments from the net, etc.*
4. How can/should we respond to fatphobia? - *include individually, as a society, media, etc.*

Obesity Questions

1. What factors cause/contribute to obesity? - *societal, genetic, etc.*
2. What health risks are associated with obesity? Carefully examine interpretations of health risk data. - *critically examine health risk data - what are documented risks, what is conjecture, etc.*
3. What risks are associated with weight loss? Carefully examine risks of losing weight. - *consider physical and psychological consequences, likelihood of success, etc.*
4. What drug therapies are available for treating obesity? Examine their mechanisms and effectiveness. - *look at currently used OTC and prescription drugs, those which are no longer available and the reasons why, describe how the drugs work (e.g. raise metabolism, block nutrient absorption, etc.) and possible side effects.*

Eating Disorders Questions

1. How are eating disorders diagnosed? - *discuss the diagnostic criteria and the instruments used as screening tools and diagnostic tools, including those in your course packet.*
2. What psychiatric disorders are associated with eating disorders and how? - *describe disorders which may occur concurrently with eating disorders and the theories about their association.*
3. Describe the incidence of eating disorders and their evolution in the following groups:
 - a. College students
 - b. Adolescents
 - c. Athletes
 - d. Men
 - e. Vegetarians- *consider why these groups may or may not be vulnerable.*
4. What are the physical and psychological consequences of eating disorders? (Bulimia, anorexia) - *distinguish between short term and long term consequences. EXPLAIN*

causes, don't just read lists of complications.

5. How can eating disorders be prevented? - *look at schools, families, other groups, peer pressure, etc.*
6. What websites focus on eating disorders? Include both helpful and potentially harmful sites. - *find reputable sites from professional and popular groups, harmful sites; provide links to the sites you choose; discuss potential impact of each sites, positive and/or negative.*

Reading list 1: Body Image/Size Acceptance

(Note: This is the electronic reserve reading list for the Body Image questions only.)

The readings below are on electronic reserve in the library. They are roughly divided into categories; however, you should examine and use any that are relevant to your topic. *Readings highlighted in bold italics are required to used in your answers.* Additionally, you need to find additional references from other sources to answer your question.

Media

Cusumano, D.L. & J.K. Thompson. Media influence and body image in 8-11 year old boys and girls: A preliminary report on the multidimensional media influence scale. *Internatl. J Eating Disorders.* 29:38, 2001.

Fey-Yensan, N., et al. Body image and weight preoccupation in older women: A review. HWJ 16:68,, 2002.

Field, A.E. Media influence on self image: The real fashion emergency. *HWJ 84:88, 2000.*

Getting Real. *People Magazine*, December 18, 2000, p 85.

How do I look? *People Magazine*, September 4, 2000, p 144.

Irving, L.M. Eating disorders prevention through research, community involvement, and media activism. *HWJ 14:86, 2000.*

Levine, M.P. Mass media and body image: a brief review of the research. *HWJ 14:84, 2000.*

Piran, N., et al. GO GIRLS! Media literacy, activism and advocacy project. *HWJ 84:89, 2000.*

Piran, N. Media impact on body image. HWJ 14:81, 2000.

Fatphobia:

Hale-Evans, M. & M McGhee. A place at the table: A memorial to victims of fatphobia and size prejudice. *HWJ 13:91, 1999.*

Stinson, S. Speakout against fat hatred. *HWJ 14:62, 2000.*

Children/Athletes:

Berg, F.M. Children in weight Crisis. HWJ 10:86, 1996.

Berg, F.M. Competitive body building. HWJ 10:47, 1996.

Coughlin J.W., et al. Body image dissatisfaction in children: Prevalence and parental influence. HJ 17:56, 2003

Girl friend. People Magazine, December 11, 2000 p. 157.

Ikeda, J.P. Promoting size acceptance for children. HWJ 9:108, 1995.

Ikeda, J.P. Physicians learn to promote body satisfaction. HWJ 13:39, 1999.

Martinson, S. Love yourself through thick and thin. Pittsburgh Post Gazette, December 13, 1998. www.postgazette.com/magazine/19981213bodyimage2.asp

NEA challenges antifat prejudice in schools. HWJ 9:113, 1995.

Nesbitt-Adrich, M. Mentoring a fat child. HWJ 14:79, 2000.

O'Dea, J. The new self-esteem approach for the prevention of body image and eating problems in children and adolescents. HWJ 17:90, 2002.

Omichinski, L. Teens & diets: No weigh. HWJ 10:49 1996.

Petersmarck, K.A. Shaming heavy kids at school: Fitness testing. HWJ 13:46, 1999.

Summer, N. Teaching kids about size awareness. HWJ 10:95, 1996.

Discrimination:

Albright, K. Study shows bias against fat daughters in college aid. [Http://www.urc.ukans.edu/News/Oread96/OreadMarch1/page5/study.html](http://www.urc.ukans.edu/News/Oread96/OreadMarch1/page5/study.html).

Fisher, E. Honda says "NO" to seat belt extenders: Larger passengers at risk. HWJ 13:77, 1999.

Jellyroll's home page. [Http://shulersnet.com/jellyroll/about.html](http://shulersnet.com/jellyroll/about.html).

Kline, G. Exercise: Easy for you to say! HWJ 14:93, 2000.

McAfee, L. College chairs and classrooms. HWJ 12:77, 1998.

The Nutty Professor glorifies bigotry. <http://www.io.com/~joeobin/nutty.html>

Prejudice against fat people. <Http://ic.net/~karle/naafa/fia.html>.

Society's the wrong size. <http://phonezilla.net/tar/society.htm>.

Psychological Ramifications. <Http://phonezilla.net/far/psych.htm>.

Standards:

Body Image: Are you imagining the wrong body?

<Http://www.betterbodz.com/nutr/bodyma.html>.

Cohane, G.H. & H.G. Pope. Body image in boys: A review of the literature. *Internatl. J Eating Disorders*. 29:374, 2001.

Hirschmann, J.R. & C.H. Munter. Standing up to standards. *HWJ* 8:56, 1994.

Orbach, S. Slimness, the new god. *HWJ* 9:75, 1995.

Perez, M. & T.E. Joiner. Body image dissatisfaction and disordered eating in black and white women. *Int J Eat Disord* 33:342, 2003.

Rand, C.S.W. & B. A. Wright. Thinner females and heavier males: Who says? A comparison of female to male ideal body sizes across a wide age span. Internatl. J Eating Disorders. 29:46, 2001.

Stinson, S. Weightier issues than diet challenge 21st century. *HWJ* 12:46, 2000.

Self-acceptance/Self help:

Brannon-Quan, T. & L. Licavoli. Eleven ways to learn to love your body. *HWJ* 12:29, 1998.

Learn to love what you see. <Http://www.drwnet.com/pearls/pmirrors.htm>.

Urbanska, W. The Body-image report. SHAPE. The Renfrew Center, Philadelphia, PA 1994.

Feminist:

Goodman, W.C. The invisible woman: Now you see her, now you don't *HWJ* 10:76, 1996.

Meletiche, L. Barbie: Symbol of oppression. *Obesity & Health* 7:96, 1993.

Sheinin, R. Body shame: the shaming of women. *HWJ* 11:36, 1997.

Health Care:

Berg, F. Breaking free: The health at any size revolution. *HWJ* 14:15, 2000.

Empathy by the pound. *People Magazine*, Oct. 30, 2000, p 75.

Ikeda, J.P. Health promotion: A size acceptance approach. *HWJ* 14: 12, 2000.

Kratina, K. Health at every size: clinical applications. HWJ 17:19, 2003.

Jonas, S. A healthy approach to the "Health at Any Size" Movement. *HWJ* 16:45, 2002.

Kanter, K. Tips for good medical care.

[Http://www.suite101.com/article.cfm/size_acceptance/8458.](http://www.suite101.com/article.cfm/size_acceptance/8458)

McArthur, L.H. Nutrition and non-nutrition majors have more favorable attitudes toward overweight people than personal overweight. *JADA* 95:593, 1995.

Robison, J. Health at every size: antidote for the "Obesity Epidemic". *HWJ* 17:4, 2003.

Language:

Berg, M. Choose sensitive, accurate terms. *HWJ* 12:12, 1998.

Choosing terms: can FAT lose its flinch value? *O & H* 5:81, 1991.

Rights/Activism:

1999 Women's Health Weight Day Awards honor diversity. *HWJ* 13:15, 1999 (J/F).

Diversity of women will be honored on Women's Healthy Weight Day.

[Http://www.healthyweightjournal.com/womenday.htm.](http://www.healthyweightjournal.com/womenday.htm)

Healthy weight Week celebrates good health at every size.

[Http://www.healthyweightjournal.com/week2.htm](http://www.healthyweightjournal.com/week2.htm)

Hoff, H. EDAP leads the nation in defying tight jeans. *HWJ* 15:47, May/Je 2001.

International No Diet Day: Activities for individuals. [Http://naafa.org/events/inadd_1.html.](http://naafa.org/events/inadd_1.html)

Johnson, C. Largely positive Christmas wish book. HWJ 9:114, 1995 (N/D).

Lyons, P. Free at last: The Women's Body Sovereignty Project. HWJ 12:62, 1998.

Mission Statement: Pot Bellied Men of America. [Http://potbelly.com/mission.htm](http://potbelly.com/mission.htm).

Size acceptance petition II. [Http://www.size-acceptance.org/petition.html](http://www.size-acceptance.org/petition.html).

Size acceptance tenets. [Http://hermes.ecn.purdue.edu/Links/fnspec_mg.1995/0336.html](http://hermes.ecn.purdue.edu/Links/fnspec_mg.1995/0336.html).

Soncrant, J. & L. McAfee. Airline tips for large passengers. HWJ 15:63, May/Je 2001.

Wann, M. Questioning weight prejudice: a good thing to do and good for you! HWJ 17:12, 2003.

What do fat people want? [Http://www.wolfenet.com/~marymc/want.htm](http://www.wolfenet.com/~marymc/want.htm).