

PSYC 066 First Year Seminar: Eating Disorders and Body Image - Spring 2015
Tuesdays & Thursdays 11am-12:15pm in 210 Graham Memorial

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Office Hours: Thursdays 12:15-2pm and by appointment

Note: This syllabus is subject to change. You are responsible for keeping informed of any changes, which will be announced in class and on Sakai (<http://www.unc.edu/sakai/>).

COURSE MATERIALS

Article and chapter readings will be on Sakai, along with additional information about the various course components. We will discuss in class the purchase of the following 2 books:

Bruni, Frank (2009). *Born Round: A Story of Family, Food and a Ferocious Appetite*. New York: Penguin Books.

Armstrong, Stephanie C. (2009). *Not All Black Girls Know How To Eat: A Story of Bulimia*. Chicago: Lawrence Hill Books.

COURSE DESCRIPTION

This course will be an exploration of eating disorders, body image, and disordered eating from primarily a psychosocial perspective. My overall goal is to create an environment where we can all be actively engaged in learning about these important and relevant topics. The course is structured for learning to occur through a variety of ways including readings, discussions, lectures, videos, guest speakers, in-class activities, experiential assignments, writing assignments, and a research project.

LEARNING OBJECTIVES

1. You will understand the phenomenology of eating disorders as well as the nature of treatments with empirical support.
2. You will be able to critically discuss how various psychosocial factors may contribute to or buffer against the development of an eating disorder and body dissatisfaction.
3. You will have opportunities to refine your writing skills via writing assignments and your speaking skills via class discussions and presentations.
4. You will have the opportunity to examine the topics of this course from both an academic perspective (including active involvement in the application of scientific approaches to addressing questions) and from a more personal perspective.

COURSE EXPECTATIONS

- * Students are to attend class and contribute to discussions.
- * Students are to complete the reading assignments for the entire week BEFORE each Tuesday's class.
- * Students are to complete written work and projects fully and on time.
- * Students are to arrive prepared for class with any readings to be referenced and assignments/reaction papers due, as well as paper and pen/pencil for in-class writing. Laptop/tablet use is not permitted.
- * To help create a safe, productive environment for discussion, students are asked to present questions and comments in a respectful manner, to listen to others with an open mind, and to maintain confidentiality of any personal experiences shared in class.

COURSE COMPONENTS

Participation

Attendance and participation are critical to the success of this course and what you get out of it. In terms of participation, you will do well if you contribute questions, opinions, ideas, reactions to readings/presentations/activities, and relevant personal experiences in the discussions. Through your contributions you will be expected to provide evidence that you are seriously reflecting on the topics.

Reaction papers

It is critical that you complete the readings and think about the issues in the readings **BEFORE** they will be discussed in class. For this class, the readings assigned for a given week will be discussed on Tuesday and/or Thursday, so all readings for a given week should be done before Tuesday's class.

As a way of getting you to grapple with the readings ahead of time, you will complete a reaction paper for most of the weekly readings.

- A reaction paper will be due for the readings for Weeks 2, 3, and 4 (see Class Schedule part of syllabus).
- For Weeks 5 through 15, you are responsible for turning in five (5) reaction papers. It is up to you to decide which weeks to turn in a reaction paper for – this can be influenced by your interest in a topic, by your workload, etc. Please note that it is your responsibility to keep track of which weeks you turned in reaction papers for – if you turn in fewer than the required five, you will get zeroes for the missing reaction papers.

You must submit the reaction paper electronically to me each Monday by 8pm via email. Please do not use the Sakai dropbox. You also need to bring in a hard copy of the reaction papers to class on Tuesday (please print double-sided if possible) for you to reference and to turn in for feedback.

Reactions papers should be about 2 pages, double-spaced, standard font type and size (e.g., Times New Roman 12). They should not solely be a summary of the readings, although you will want to summarize a point of interest before commenting on it. Think of these papers as a forum for you to: discuss a part of the readings that you agreed or disagreed with, explaining why; discuss a part of the readings that you were confused about as well as how you are trying to make sense of it; discuss any ideas the readings gave you about the topics; pose questions the readings generated for you; discuss connections you made between information in the readings and life experiences, etc. Make sure your paper is specific and references the readings you are commenting on and page numbers you are pulling information from; based on the reaction paper, I need to be able to know that you read the material and are processing it deeply rather than superficially.

Make sure you reference ALL the readings and are clear which point is connected to which article. Note: If there are four or more readings for a week, you may restrict your comments and questions to three of the readings.

An example of the kind of reaction paper I am looking for and that would be evaluated highly will be on Sakai for your reference.

I will skim the electronic versions of the reaction papers before Tuesday's class; points made and questions raised in these papers will be incorporated into class discussion that week. If I do not raise an issue you raised and you would like to have the issue addressed, please bring up the issue in class yourself.

Book quizzes

We will read 2 memoirs (purchase to be discussed in class), listed in the syllabus under Course Materials. These memoirs reflect different perspectives and experiences with eating disorders. As a way of demonstrating that you are keeping up with the reading and doing so carefully, you will take quizzes on the book; dates of the quizzes and the pages they cover are listed in the Class Schedule.

I hope that we will have the unique opportunity to speak to each author via speakerphone or Skype and ask her/him questions. A thorough reading of each memoir is necessary for you to develop good questions for the authors, engage maximally in the conversation, and demonstrate respect for their time and effort.

Interview

The body and food mean different things to different people at different points in their lives. One way to gain an appreciation of this is to talk with others, which is what this interview project is about. You will identify and interview 2 individuals who are willing to talk about their feelings about and behavior toward their body and food and if/how/why that has changed over time. These individuals should differ in at least one of these dimensions: gender, age (e.g., consider interviewing someone your parents' age), and race/ethnicity. A set of questions to ask will be posted on Sakai, but you are expected to ask additional questions beyond that, depending on what you are learning in the interview or what you know of your interviewee. The report on these interviews is expected to be 5-7 pages, typed, double-spaced, printed double-sided, standard font type and size (e.g., Times New Roman 12) and is due in class on Tuesday, February 3rd. Include on the last page of the interview the name, phone number, and email address of each person you interviewed. Although the format of the interview will be Q&A, the report itself should be written as a coherent narrative.

Class facilitation

In small groups (assigned by the instructor), you will be responsible for leading one class day. You will be assigned to both a group and a topic/date, although all dates are scheduled to be Tuesdays. This is an exciting component of the course, as it allows you to showcase your thoughtfulness about the readings and topics and to serve as leaders in class in providing information and generating discussion. You are expected to supplement the readings for the week by bringing in to class any additional brief readings (e.g., newspaper article, personal narrative) that you think would further advance the conversation, any video clips that illustrate the topics to be discussed, etc. You should also include an interactive component to your class facilitation (e.g., an in-class activity). I will meet with each group twice prior to their class facilitation date to discuss the readings and to provide feedback on the direction you are planning to take in the classroom. More details about this course component will be provided in class and on Sakai.

Research project

In small groups (assigned by the instructor), you will identify a research question related to body image and disordered eating/eating disorders that you would like to find the answer to, develop a hypothesis based on your reading inside and outside the class, design a research study that would answer that research question and test the hypothesis, collect data, and generate preliminary conclusions from the findings. This project is

intended to give you an early (in your college career) “behind the scenes” look at psychological research. Should you be interested in learning more about undergraduate research opportunities, I encourage you to visit the Office of Undergraduate Research (OUR) website (<http://our.unc.edu/>).

The final product of this research project will be a presentation (about 15 minutes) of the background and rationale for your study, the research design and methods used, and your findings and preliminary conclusions. This presentation (e.g., Power Point) will also be turned in for evaluation. More details about this course component will be provided in class and on Sakai. As a group, you will meet to work on your research project regularly, starting by Week 7 (the week of February 16th); some class time will be allotted for this, but there will also be significant outside-of-class time that will go toward this project. For your research project to be successful, it will be imperative that you work well as a group and with the people helping you (e.g., the professor, research assistants) and that you be flexible in finding times to meet to work on this project. The presentations will occur during finals week on dates coordinated with Dr. Bardone-Cone.

GRADING DISTRIBUTION

Participation – 10%

Reaction papers – 10%

Book quizzes – 5%

Interview – 20%

Class facilitation – 25%

Research project – 30%

RESOURCES

For readings, additional course information, and class updates...

Readings, additional information about course components, and class updates will be posted on Sakai (<http://www.unc.edu/sakai/>) which can be accessed with your onyen and password.

For assistance with writing and academics...

The Writing Center (919-962-7710, located in SASB North, Suite #0127, <http://www.unc.edu/depts/wcweb/>) is a good resource with writing consultants specifically trained to help students improve their writing. A range of other academic services are available to you as part of the Center for Student Success and Academic Counseling with most of them headquartered in the Student Academic Services Building North (<http://www.unc.edu/depts/acadserv/>).

For assistance regarding a disability...

In compliance with UNC policy and federal law, qualified students with disabilities are eligible to receive reasonable accommodations so that they may have equal access to educational programs and activities as well as to educational opportunities. If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately either after class or in my office. To request academic accommodations (for example, a notetaker), students must register with the Office of Accessibility Resources & Service (919-962-8300; accessibility@unc.edu; <http://accessibility.unc.edu/>), the office responsible for

reviewing documentation about disabilities and for helping to plan accommodations consistent with course requirements. I will accommodate the special needs of individuals upon receiving official notice from this office.

For a referral to psychological services...

Eating disorders and related psychological concerns like anxiety and depression are topics to which many can relate. You may find that a topic covered in class has some personal relevance, either in your own life or in the lives of people close to you. Registered UNC students are eligible for confidential services at no charge from the Counseling and Psychological Services, located on the 3rd floor of the James A. Taylor Building (919-966-3658) (<http://campushealth.unc.edu/caps>). Services are also available at the UNC Department of Psychology Community Clinic, located on campus in Evergreen House (919-962-6906; clinic.screening@unc.edu; <http://clinic.unc.edu/>) – services here are on a sliding scale fee based on income and are not restricted to UNC students.

HONOR CODE

Academic integrity and honesty are fundamental to the activities and principles of a university. Students are expected to fully comply with the Honor Code (see <http://studentconduct.unc.edu/honor-system>). Consistent with the Honor Code, it is expected that any individual work you submit in this course will be *your own* work. Group projects will, by their nature, be collaborative works, but the honor code still applies in terms of matters such as plagiarism, etc. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the instructor. Any suspected violation of the Honor Code will be submitted to the Undergraduate Honor Court for investigation with possible penalties including failure of the course and university disciplinary action.

CLASS SCHEDULE – subject to change

WEEK 1: Introduction to the Course; Body Image, Food and Dieting

Readings

Nichter, M. (2000). *Fat talk: What girls and their parents say about dieting* (pp. 45-67). Cambridge, MA: Harvard University Press.

Thursday, January 8

* No assignment due other than being prepared to discuss the Nichter reading

WEEK 2: Body Image, Food and Dieting

Readings

Ogden, J. (2003). *The psychology of eating: From health to disordered behavior* (pp. 102-131). Oxford: Blackwell Publishing.

Tiggemann, M. (2011). Sociocultural perspectives on human appearance and body image. In T. F. Cash & L. Smolak (Eds.), *Body image: A handbook of science, practice, and prevention* (pp. 12-19). NY: Guilford Press

Brandeis, G. (2004). We would love our thighs. In S. Ellison (Ed.), *If women ruled the world: How to create the world we want to live in – Stories, ideas, and inspirations for change* (pp. 29-30). Maui, Hawaii: Inner Ocean Publishing, Inc.

Parker-Pope, T. (2012, January 1). The fat trap. *The New York Times*.

http://www.nytimes.com/2012/01/01/magazine/tara-parker-pope-fat-trap.html?_r=1&ref=magazine

Tuesday, January 13

* **Reaction paper** on readings - due Monday 1/12 by 8pm via email & as a hard copy in class on Tuesday

* **Assignment due:** on Monday 1/12 between 8pm-midnight, complete the Qualtrics survey on “fat talk” based on your observations 1/8 through 1/12

Thursday, January 15

WEEK 3: Eating Disorders: Anorexia Nervosa

Readings

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Washington, DC: Author.

* section on Anorexia Nervosa (pp. 338-339)

Chernik, A. F. (2003). The body politic. In A. Kesselman, L. D. McNair, & N. Schiedewind, *Women: Images and realities – A multicultural anthology (3rd ed.)*, (pp. 133-137). Boston: McGraw-Hill.

Epstein, R. H. (2009, July 13). When eating disorders strike in midlife. *The New York Times*.

<http://www.nytimes.com/ref/health/healthguide/esn-eating-disorders-ess.html>

Selected personal narratives (2+) from the “Eating Disorders, Disordered Culture” website:

<http://www.eating.ucdavis.edu/speaking/told/anorexia/index.html>

Tuesday, January 20

* **Reaction paper** on readings - due Monday 1/19 by 8pm via email & as a hard copy in class on Tuesday

Thursday, January 22

* **Guests:** Elysse Thebner, RD and Erin McDonnell, RD (dietitians)

WEEK 4: Eating Disorders: Bulimia Nervosa & Binge Eating Disorder

Readings

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Washington, DC: Author.

* section on Bulimia Nervosa (pp. 345-350)

* section on Binge Eating Disorder (pp.350-353)

* section on other eating disorders (p. 353-354)

**Note: The above 3 sections are bundled together in one pdf file called "Bulimia Nervosa & Binge Eating Disorder_DSM-5."*

Ellin, A. (2012, August 13). Binge eating among men steps out of the shadows. *The New York Times*.

<http://well.blogs.nytimes.com/2012/08/13/binge-eating-among-men-steps-out-of-the-shadows/>

Ellin, A. (2010, January 19). Narrowing an eating disorder. *The New York Times*.

<http://www.nytimes.com/2010/01/19/health/19eat.html>

Selected personal narratives (2+) from the "Eating Disorders, Disordered Culture" website:

<http://www.eating.ucdavis.edu/speaking/told/bulimia/index.html>

Tuesday, January 27

* **Reaction paper** on readings - due Monday 1/26 by 8pm & as a hard copy in class on Tuesday

Thursday, January 29

* **Thin** – we will view this documentary and discuss it some evening this week (to be decided by the class); pizza dinner will be provided

WEEK 5: Media

Readings

Tiggemann, M. (2002). Media influences on body image development. In T. F. Cash & T. Pruzinskiy (Eds.), *Body image: A handbook of theory, research, and clinical practice* (pp. 91-98). New York: Guilford.

Hesse-Biber, S., Leavy, P., Quinn, C. E., & Zoino, J. (2006). The mass marketing of disordered eating and eating disorders: The social psychology of women, thinness, and culture. *Women's Studies International Forum*, 29, 208-224.

EXCERPT: pp. 215-221

Bennett, J. (2008, May 1). The backlash against magazine airbrushing. *Newsweek*.

<http://www.newsweek.com/backlash-against-magazine-airbrushing-89805>

Song, S. (2005, July 11). Health: Starvation on the web. *Time*.
<http://content.time.com/time/magazine/article/0,9171,1081370-1,00.html>

Tuesday, February 3

- * (Reaction paper)
- * **Interview due**
- * **Class facilitation**

Thursday, February 5

Bruni, F. (2009). *Born Round: A Story of Family, Food and a Ferocious Appetite*. New York: Penguin Books.
* Paced at about 100 pages per week with quizzes on particular sections – see quiz dates & pages below*

WEEK 6: Family

Readings

Kearney-Cooke, A. (2002). Familial influences on body image development. In T. F. Cash & T. Pruzinsky (Eds.), *Body image: A handbook of theory, research, and clinical practice* (pp. 99-107). NY: Guilford.

Fisher, J. O., Sinton, M. M., & Birch, L. L. (2009). Early parental influence and risk for the emergence of disordered eating. In L. Smolak & J. K. Thompson (Eds.), *Body image, eating disorders, and obesity in youth: Assessment, prevention, and treatment* (2nd ed.) (pp. 17-33). Washington, DC: American Psychological Association.

Kluck, A. S. (2010). Family influence on disordered eating: The role of body image dissatisfaction. *Body Image*, 7, 8-14.

EXCERPT: Introduction & Discussion (pp. 8-9 and pp. 12-13)

Rabin, R. C. (2010, October, 18). Bringing in family to combat anorexia. *The New York Times*.
<http://www.nytimes.com/2010/10/19/health/research/19anorexia.html?scp=4&sq=anorexia&st=cse>

Browse the F.E.A.S.T. website (Families Empowered and Supporting Treatment of Eating Disorders)
<http://www.feast-ed.org/>

In particular, use the drop-down menu from “Members” to get to “Member Stories” and then to “Parent Stories.” Click on the headphones and listen to about 20-30 minutes of parent stories.

Tuesday, February 10

- * (Reaction paper)
- * **Class facilitation**

Thursday, February 12

- * **Guests**: Buddy Howard and Diane Brown (parents of individuals who have/had an eating disorder)
- * **Quiz** on *Born Round* (pp. 1-100/Intro-Ch. 5)

WEEK 7: *CLASS CANCELLATIONS DUE TO WEATHER*

WEEK 8: Special contexts: Athletics & dance

FYI *National Eating Disorders Awareness Week: February 22-28* (<http://nedawareness.org/>)

Tuesday, February 24

* (Reaction paper)

* MEET IN GERRARD HALL (on East Cameron, across from Old West) FOR MOVEMENT CLASS WITH ALVIN AILEY DANCER VERNARD GILMORE (<http://www.alvinailey.org/about/company/alvin-aley-american-dance-theater/company-bios-1>)

Thursday, February 26

* CLASS CANCELED DUE TO WEATHER

* **Alvin Ailey American Dance Theater performance** – on Wednesday, February 25th at 7:30pm in Memorial Hall (ticket cost covered by grant), followed by a Q&A session with some of the dancers. ****Be at Memorial Hall (on East Cameron, across from New West) at 7:10pm to get your ticket****

WEEK 9: Special contexts: Athletics & dance

Readings

Smolak, L., Murnen, S. K., & Ruble, A. E. (2000). Female athletes and eating problems: A meta-analysis. *International Journal of Eating Disorders, 27*, 371-380.

EXCERPT: Introduction & Discussion (pp. 371-373 and pp. 377-378)

Petrie, T. & Greenleaf, C. (2011). Body image and athleticism. In T. F. Cash & L. Smolak (Eds.), *Body image: A handbook of science, practice, and prevention* (pp. 206-213). NY: Guilford Press.

Plateau, C. R., McDermott, H. J., Arcelus, J., & Meyer, C. (2014). Identifying and preventing disordered eating among athletes: Perceptions of track and field coaches. *Psychology of Sport and Exercise, 15*, 721-728.

Oppliger, R. A., Landry, G. L., Foster, S. W., & Lambrecht, A. C. (1993). Bulimic behaviors among interscholastic wrestlers: A statewide survey. *Pediatrics, 91*, 826-831.

EXCERPT: Introduction (pp. 826-827), first paragraph of Results (p. 827) & review tables, and Discussion (pp. 829-831)

Longman, J. (2007, February 8). Athletes embrace size, rejecting stereotypes. *The New York Times*.

<http://www.nytimes.com/2007/02/08/sports/ncaabasketball/08weight.html?pagewanted=1>

Jones, B. T. (1997, July 19). You don't have to be thin to dance. *The New York Times*.

<http://www.nytimes.com/1997/07/19/opinion/you-don-t-have-to-be-thin-to-dance.html>

Tuesday, March 3

* (Reaction paper)

* **Class facilitation**

* **Quizzes** on *Born Round* (Quiz 2: pp. 101-215/Ch. 6-12) (Quiz 3: pp. 216-299 & pp. 320-352/ Ch. 13-17 & Ch. 19-20)

Thursday, March 5

Armstrong, S. C. (2009). *Not All Black Girls Know How To Eat: A Story of Bulimia*. Chicago: Lawrence Hill.

* Paced at about 100-150 pages per week with quizzes on particular sections – see quiz dates & pages below*

WEEK 10: SPRING BREAK (Tuesday, March 10 & Thursday, March 12)

WEEK 11: Treatment (part 1)

Readings

Bulik, C. M. (2009). *Crave: Why you binge eat and how to stop* (pp. 175-195). NY: Walker and Company.

Murphy, R., Straebler, S., Cooper, Z., & Fairburn, C. G. (2010). Cognitive behavioral therapy for eating disorders. *Psychiatric Clinics of North America*, 33, 611-627.

Tuesday, March 17

* (Reaction paper)

Thursday, March 19

* **Quiz** on *Not All Black Girls...* (pp. 3-103/“Before”)

* This week, we will start discussing the **research project** – updates to the syllabus will be provided in class and on Sakai given that the nature of this research project activity will change.

WEEK 12: Race/Ethnicity: Focus on African American Women

Readings

Franko, D. L., & Roehrig, J. P. (2011). African American body images. In T. F. Cash & L. Smolak (Eds.), *Body image: A handbook of science, practice, and prevention* (pp. 221-228). NY: Guilford Press.

Nichter, M. (2000). *Fat talk: What girls and their parents say about dieting* (pp. 159-180). Cambridge, MA: Harvard University Press.

Harrington, E. F., Crowther, J. H., & Shipherd, J. C. (2010). Trauma, binge eating, and the “Strong Black Woman.” *Journal of Consulting and Clinical Psychology*, 78, 469-479.

EXCERPT: Introduction & Discussion (pp. 469-471 and pp. 474-477)

Brodey, D. (2005, September 20). Blacks join the eating-disorder mainstream. *The New York Times*.

http://www.nytimes.com/2005/09/20/health/psychology/20eat.html?_r=1&scp=1&sq=blacks+join+the+eating&st=nyt

Tuesday, March 24

* (Reaction paper)

* **Class facilitation**

Thursday, March 26

* **Quiz** on *Not All Black Girls...* (pp. 107-237/“During” & “After”)

WEEK 13: Males

Readings

Jones, W. R., & Morgan, J. F. (2010). Eating disorders in men: A review of the literatures. *Journal of Public Mental Health, 9*, 23-31.

McCreary, D. R. (2011). Body image and muscularity. In T. F. Cash & L. Smolak (Eds.), *Body image: A handbook of science, practice, and prevention* (pp. 198-205). NY: Guilford Press.

Park, M. (2010, December 3). Inside one boy's anorexia: 'How can I burn the most calories?' (CNN.com)
<http://www.cnn.com/2010/HEALTH/12/03/young.boys.anorexia/index.html?hpt=T2>

Trebay, G. (2008, February 7). The vanishing point. *The New York Times*.
http://www.nytimes.com/2008/02/07/fashion/shows/07DIARY.html?_r=1&scp=1&sq=body++mass+index+%2B+Spain+%2B+model&st=nyt

Egan, T. (2002, November 22). Body-conscious boys adopt athletes' taste for steroids. *The New York Times*.
<http://query.nytimes.com/gst/fullpage.html?res=9E00E3DF1239F931A15752C1A9649C8B63&scp=5&sq=steroid%20abuse%20+%20males%20+%20disordered%20eating&st=cse>

From the "Males" section of: <http://www.nationaleatingdisorders.org/diversity>

- Strategies for Prevention and Early Intervention of Male Eating Disorders

Tuesday, March 31

* (Reaction paper)

* **Class facilitation**

Thursday, April 2

* **Conversation with Stephanie Armstrong**, author of *Not All Black Girls Know How To Eat: A Story of Bulimia* *date tentative

WEEK 14: Friends and peers

Readings

Forney, K. J., Holland, L. A., & Keel, P. K. (2012). Influence of peer context on the relationship between body dissatisfaction and eating pathology in women and men. *International Journal of Eating Disorders, 45*, 982-989.

EXCERPT: Introduction & Discussion (pp. 982-983 and pp. 986-988)

Rolnik, A. M., Engeln-Maddox, R., & Miller, S. A. (2010). Here's looking at you: Self-objectification, body image disturbance, and sorority rush. *Sex Roles, 63*, 6-17.

EXCERPT: Introduction & Discussion (pp. 6-8 and pp. 13-16)

Siegel, M., Brisman, J., & Weinshel, M. (2009). *Surviving an eating disorder: Strategies for family and friends* (pp. 83-117). New York: Collins Living.

Williams, A. (2006, April 2). Before spring break, the anorexic challenge. *The New York Times*.
<http://www.nytimes.com/2006/04/02/fashion/sundaystyles/02BREAK.html?pagewanted=all>

Tuesday, April 7

* (Reaction paper)

* **Class facilitation**

Thursday, April 9

WEEK 15: Treatment (part 2)

Readings

Lock, J., Le Grange, D., Agras, W. S., & Dare, C. (2001). *Treatment manual for anorexia nervosa: A family-based approach* (pp. 243-256).

Brown, H. (2006, November 26). One spoonful at a time. *The New York Times Magazine*

http://www.nytimes.com/2006/11/26/magazine/26anorexia.html?_r=1&scp=3&sq=le%20grange%20+%20anorexia&st=cse

Selected narratives (2+) from “stories of hope”:

<http://www.nationaleatingdisorders.org/stories-of-hope>

Tuesday, April 14

* (Reaction paper)

Thursday, April 16

* **Guests** (individuals in recovery from an eating disorder)

WEEK 16: Wrap-up

Tuesday, April 21

* (Reaction paper) – last chance to turn in a reaction paper and only for the topics/readings that had to be bumped due to weather – see the end of the syllabus

Thursday, April 23

* **Guests**: TJ Raney, PhD and Jennifer Richards, MD (clinicians treating individuals with eating disorders)

* **Research project presentations** will occur during finals week at times scheduled by the research project groups and Dr. Bardone-Cone.

NOTE: After the required reaction papers of Weeks 2-4, students must turn in 5 additional reaction papers.

If you turn in a reaction paper for the readings listed above, aligned with a specific week and topic, they must be turned in using the typical timeline (i.e., electronically on Monday by 8pm and in hard copy form in class on Tuesday – all in the week that the topic will be addressed).

However, I am also providing you with the opportunity to write reaction papers on the sets of readings I had to drop from the syllabus due to weather-related class cancellations. The 2 sets of readings are listed below (one on cross-cultural aspects and one on prevention) and are up on Sakai under Resources. As is typical, a reaction paper from one of the sets of readings below should address 3 of the readings. In terms of timing, these would need to be turned in electronically by 8pm on Monday 4/20 and in hard copy format by Tuesday 4/21 in order to get credit as one of the 5 additional reaction papers.

Readings: PREVENTION

O'Dea, J. A., & Yager, Z. (2011). School-based psychoeducational approaches to prevention. In T. F. Cash & L. Smolak (Eds.), *Body image: A handbook of science, practice, and prevention* (pp. 434-441). NY: Guilford Press.

Weisman, H., Bailey, J., Winzelberg, A., & Taylor, C. B. (2011). Computer-based approaches to prevention. In T. F. Cash & L. Smolak (Eds.), *Body image: A handbook of science, practice, and prevention* (pp. 442-450). NY: Guilford Press.

Piran, N., & Mafriqi, N. (2011). Ecological and activism approaches to prevention. In T. F. Cash & L. Smolak (Eds.), *Body image: A handbook of science, practice, and prevention* (pp. 451-459). NY: Guilford Press.

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