

Reading

ESL 475

Writing

Is Obesity Stigma Based on Perceptions of Appearance or Character? Theory, Evidence, and Directions for Further Study

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Abstract

Theoretical approaches to stigmatization have highlighted distinct psychological mechanisms underlying distinct instances of stigmatization. Some stigmas are based on inferences of substandard psychological character (e.g., individuals deemed untrustworthy), whereas others are based on perceptions of substandard physical appearance (e.g., individuals with physical deformities). These inferences and perceptions are associated with specific cognitive and motivational processes, which have implications for understanding specific instances of stigmatization. Recent theoretical approaches and empirical findings suggest that obesity stigma involves both inferences of substandard psychological character and perceptions of substandard physical appearance. We provide a review of the relevant evidence and discuss directions for future research.

Keywords

obesity stigma, pathogen avoidance, prejudice, stigmatization, attribution

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Introduction

Obesity imposes heavy costs on afflicted individuals and on societies more broadly. This is due in large part to the wide range of health problems associated with obesity. The World Health Organization has identified obesity comorbidities such as coronary heart disease, non-insulin-dependent diabetes, and osteoarthritis (World Health Organization, 2000). In the United Kingdom in 2007, the annual cost to the National Health Service for treating illnesses related to overweight and obesity was reported to be £4.2 billion (Butland et al., 2007). Worldwide, the economic cost of obesity is estimated to be 2.8% of the global gross domestic product (Dobbs et al., 2014). In addition to the direct costs associated with obesity, the pervasive stigmatization of obese people adds to obesity's toll. Notably, obesity stigma is *not* a useful means of reducing the prevalence of obesity—a study found that perceived discrimination actually resulted in weight gain in obese individuals (Jackson, Beeken, & Wardle, 2014). It does, however, lead to various negative psychological outcomes, including poor body image, self-esteem issues, anxiety, and depression (Puhl & Heuer, 2009). Weight-based discrimination and the psychological difficulties experienced by obese people may impede capable individuals from making economic and social contributions.

Also, the negative psychological outcomes associated with obesity stigma impose economic costs on societies when dealing with these problems (e.g., mental health care for targets of obesity stigma). Thus, obesity stigma is not just a problem for the affected individuals—it imposes broader costs on societies.

To tackle obesity stigma, a thorough understanding of how and why humans sometimes exclude other humans is crucial. It has become increasingly clear that a complete understanding of stigmatization requires conceptual frameworks provided by evolutionary psychology. Based on recent theory and research on the factors underlying obesity stigma, we suggest that obesity stigma has two distinct psychological bases, which may contribute to its particular intensity and intractability. We review relevant theory and evidence, and we make suggestions for further research.

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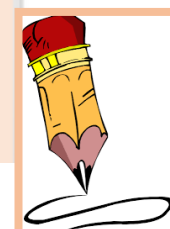


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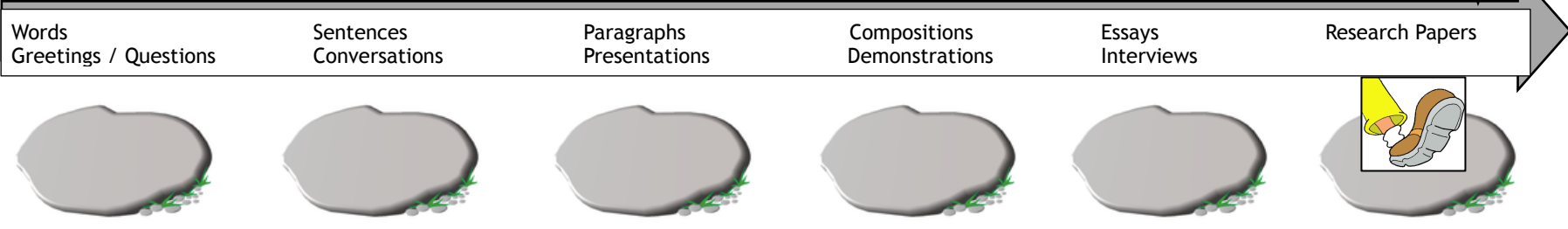
Excerpt 1: *Unpredictable Benefits*
People grow up differently. They come from a lot of different backgrounds. Einstein said "We are all different and unique." Some people think that money can buy happiness and advantages. They think if they had money, they would have no problems. However, growing up rich isn't always the best thing. Sometimes not having enough can lead to good things later. Growing up in poverty might give a person some positive traits later in life.

Excerpt 2: *Christmas Remake*
Christmas Remake is a famous soccer player. He has made more goals for Real Madrid than any other player. He also is the highest scorer for the National Championship League. He was paid 131 million dollars by Real Madrid in 2009 ("Christmas Remake").
Remake was born in Portugal, the youngest of four children. His father drank a lot, his mother had to work two jobs to feed Remake and his three siblings ("Christmas Remake"). Even at a young age, Remake's great love was soccer (called "football" in Portugal). Bruno Sousa, Remake's grandfather, stated that while other kids did schoolwork, Remake "put his studies on the back seat in order to play football." Ricardo Santos, one of Remake's coaches and former teammates, said that Remake "was a hostile kid. And when he didn't have the ball, he cried. When the team mates fought, he cried" ("The little boy who always cried..."). Despite his hostile behavior, Remake seemed to find content in playing his favorite sport.
Remake works hard not only because it is his passion, but also because he probably avoided the poverty he knew as a child. He was very motivated to become a success. He worked hard and he saw that worked hard when he grew up. He never stopped trying his success so that he could someday become a professional. He was probably highly motivated to change their lives.

Excerpt 3: *Wishes Good*
"Christmas Remake" Biography.com, 14th November Television, 30 Apr 2017. Accessed 2 Oct 2017.
Hayward, Ben. "The little boy who always cried: the story of young Remake's path to greatness in Madrid." Goal.com, 23 Jan 2017. Accessed 2 Oct 2017.



Level 6



Course Description

ESL 475

Uses primarily nonfiction texts to facilitate composition writing with the ultimate goal of writing an essay using sources. Prepares the student for English 1A and a variety of academic disciplines.

CREDIT

Graded: A, A-, B+, etc

ESL 475	Level 6	Fundamentals of College Reading and Writing for ESL Students
ESL 652	Level 6	English as a Second Language, V
ESL 642	Level 4	English as a Second Language, IV
ESL 632	Level 3	English as a Second Language, III
ESL 62s	Level 2	English as a Second Language, II
ESL 612	Level 1	English as a Second Language, I

ESL 475 is a pre-college level writing and critical thinking course for ESL students.

It is designed as the 6th level of ESL, but some students who have a lot of experience with English may go directly into ESL 475. Those student might have completed high school in the US or extensive English classes outside of the country.

Some students may feel that they are ready for **English 1A** instead. Students have the option of completing the placement process in English to see if they can go into English 1A.

ESL 475 Grammar

Grammar Topics, LEVEL 6

1. MLA Format, Essay Structure
2. Grammar Review 551
3. Review Run ons (avoiding them) (advanced)
4. Transitions, Varying Sentences
5. Sentence Structure Review
6. Comma Rules, compound, introductory elements, lists
7. Work Cited Pages
8. Using Reliable Sources
9. Critical Analysis of Sources
10. Citing Appropriately and Introducing Sources
11. Quoting, Summarizing and Not-Plagiarizing
12. Review Comma Rules and learn commas for: in citations, non-essential elements
13. Adjective Clauses

Sample Early Writing Assignment – Write a paragraph based on your personal opinion related to a non-fiction reading from class. (The teacher will check for accurate grammar from Levels 1-5).

Mid – Semester, At Home Writing Exercise: Write a 5- paragraph essay about a topic researched on the internet, using sources and correct MLA formatting for citations. Type, edit and reprint it as homework. Time limit – 3 weeks.

Sample Final Exam, Writing / Grammar Portion: Outline an argument essay and write five paragraphs in class on a new topic in two hours. The essay should include a thesis, topic sentences and support for each body paragraph along with accurate grammar from the above list.

Nancy Chang

Professor Phipps

ESL 475

8 April 2019

Essay #2, Final Draft

Grow Up by Themselves

With the development of globalization, the links between countries are closer than before. People begin to try to understand the culture of different countries. People start to understand the education situation in foreign countries. Some people choose to travel for a period of time in order to get in touch with diverse culture, so they can directly learn a new culture. For students, learning in other countries for a period of time will help them learn not only more knowledge than traveling abroad, but also understanding the impact of a different culture. In a new environment, students can learn some new knowledge that they will not know before. It is a good thing for high school students. Students should travel abroad for one semester in high school.

My Opinion

Students will be more independent when they go to a new country by themselves. When students travel abroad, nobody can help them cook food and clean rooms. Students need to do all the things by themselves. As Voigts said, "Your teen will be able to not only live anywhere, but thrive anywhere-able to handle problems large and small with a degree of self-confidence that can only be gained through experience." In a new country, students need to take care of themselves. They will develop good studying and living habits. After students have this experience, they will consciously take care of their own lives, and they can urge themselves to study.

Students will learn about a new culture when they travel abroad. They can try different education. They can choose what kind of education is more suitable for themselves. Students can also learn a different tradition in a new country. It will help them a lot after they grow up. As Turner said, “You’ll see how young people in other countries live and study, you’ll learn about their interests and priorities, and you’ll realize that while life throughout the world certainly is different, there are also any similarities that untie people.” It is a wonderful thing if a student has some experience in a new culture. It is also a good memory in their life. They will have stronger environmental adaptability than others because they already had experience abroad.

Counter Argument / Refutation

There are people who think students will be sad if they are abroad. Students who travel abroad may feel lonely. They could feel afraid and nervous because students are far from their families. However, students can find new friends in a new school. Being with new friends can reduce their loneliness. They can also find a nice homestay, which makes students feel at home. Students can call their family. They can have a FaceTime with their families. At the end, students can gradually adapt to the new environment, and they can also make more friends. All of these can help foreign students relieve their homesickness.

It would be a wonderful life experience if students travel abroad in high school. Students can learn a lot when they are studying in a new country. Students can learn to take care of themselves, and they can manage their own lives. It will be very helpful in their future life. They can also learn a new culture. This experience will enrich their lives. Perhaps their parents will be worried about their kids, but grow up always by themselves. Students may have to face some problems, but they will get mature faster than if they stay with their parents. So students should travel abroad in high school.

Works Cited

- Turner, Elen. "10 Reasons Why You Should Study Abroad in High School." *Gooverseas*, 4 May 2018, <https://www.gooverseas.com/blog/10-reasons-study-abroad-while-youre-still-in-high-school>.
- Voigts, Jessie. "Why Your Teen High School Student Should Go Abroad." *Transitionsabroad*, 1 Mar. 2019, <https://www.transitionsabroad.com/listings/study/articles/teen-high-school-study-abroad-parents-guide.shtml>.