WOME 3118 WA: Women, Food, and Environments
Holly J. Morgan

Meeting Information: Tuesday, 2:30-5:30
Room AT 2004
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Office: RB 2039
Office Hours: Tuesday 1:00-2:00

Course Prerequisites: Two FCE in Women's Studies, including at least one half-course at the second-year level, or permission of the instructor and Chair of the Department

Restrictions/Notes: Students who have previous credit in Women's Studies 2118 may not take Women's Studies 3118 for credit. Women's Studies Core Course or Women's Studies Group 1 Course

Course Description/Overview

Students will explore the politics of food production and distribution and environmental protection, women's roles in agriculture, food preparation and food service, the challenges of environmental and food security, and the representation of food and environments, and women's relationships to food and environments, in popular culture.

Split into four subsections, this course considers four distinct environments and the way that gender and food intersect in that environment. In the first module, we will utilize eco-feminist perspectives to consider the intersections of gender and food in relation to global foodways and the way that individual food choices interact with the global ecological environment. In the second module, we will consider the ways that food and gender intersect in the community setting, with an emphasis on diasporic Indian communities. In this way, we will consider the ways that food shapes social interactions and community development. In the third module, we will look at the relationship between women and food in the home through an examination of the role of mothering, including the risks and responsibilities often put on women to provide nourishment for their families. Finally, in the fourth module, we will consider the body as an environment through an examination of the intersections of nutrition and diet with gender. By considering the diverse ways that food and gender interact in these four environments (world, community, home, and body), students will gain a better understanding of the relationship between women and food in broad and specific contexts.

Learning Objectives

Students in this course will:

- Develop and expand on their knowledge of the intersections between food and gender in a variety of different social and ecological environments.
- Think critically about the ways that mainstream and alternative medias portray the relationships between gender, food, and environments.
- Increase their awareness of and engagement with theories that link feminism and food, including but not limited to Ecofeminism, Cultural/Diaspora studies, and Motherhood studies.

Required Texts

All readings will be available either on D2L, or through the library website.
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings/Topic <strong>Some readings MAY change</strong></th>
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<tbody>
<tr>
<td>1 Jan 05</td>
<td>Introduction: Who, What, When Where, and Why? In addition to going over our syllabus, we will also address the issues of why and how we discuss food, as well as how it relates to gender, with a specific focus on how it relates to women.</td>
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<tr>
<td>7 Feb 16</td>
<td><strong>READING WEEK. NO CLASS.</strong></td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>12 Mar 22</td>
<td>The Body: Food, Cravings, and Hormones (No presentations)</td>
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<tr>
<td>13 Mar 29</td>
<td>Body / Final Class</td>
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**Assessment and Evaluation Overview**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight</th>
<th>Quick Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (in class)</td>
<td>Varied</td>
<td>15%</td>
<td>A combination of self and instructor assessment (5% self, 10% instructor).</td>
</tr>
<tr>
<td>Making Connections (In class and/or D2L)</td>
<td>Feb 2, February 23, March 22</td>
<td>45%</td>
<td>Complete three short assignments which invite you to connect our class readings and discussions to other areas of your life and studies (3 x 15%, 2-4 pages, depending on option selected)</td>
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<tr>
<td>Presentation</td>
<td>Varied</td>
<td>15%</td>
<td>You will prepare an overview of one of the readings to be covered in a given week, as well as questions for discussion with your peers.</td>
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<tr>
<td>Final Assignment</td>
<td>March 29</td>
<td>25%</td>
<td>Choose from the options given out in class. This assignment will be 8-10 pages in length, and will require you to connect knowledge from class to mediums you encounter on a daily basis. Topics will be distributed no later than February 2nd.</td>
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Assignment Details

Participation (15%, ongoing).
Your participation grade will be made up of a combination of self assessment (5%) and instructor assessment (10%). Using the guidelines provided to you on D2L, keep a record of your attendance and participation. I will be using a similar template for each of you.

Each week, attendance will be taken, and you will be assessed based on how prepared you appear to be, as well as how well you listen and engage with class discussion. Note that participating means both active listening as well as speaking.

Making Connections (3 x 15% Feb 2, Feb 23, March 22)
Pick 3 assignments from the list below. Any option can be completed by any deadline, but no more than 2 students per week may select option 1. A sign-up sheet for option 1 will be available on D2L. Proper referencing MUST be used for this assignment (even for the write-up of the creative option).

1) **Tasting Connections: Eat What You Read**
Prepare a snack for the class which relates to the readings/topic of the week which you select. Be prepared to give a brief overview of HOW this snack relates to what we have read to the class. Submit a two-three page write-up linking this to course content and, where applicable, reflecting on the experience of sharing this with your peers. Secondary source materials MAY be used, but are not required.

*You will NOT be assessed on your cooking abilities OR on your presentation skills, but rather on how you relate this food to course content. A list of severe allergies present in the class will be posted on D2L, and should be considered when preparing your dish.

** Should you elect to complete option one, you MUST sign up prior to the class in which you wish to complete this option. Some readings may be easier to connect with than others, so be sure to sign up quickly if you have a good idea.

*** Please practice safe food handling skills.

2) **Linking Connections**
Post a link on D2L to a popular news article, video, book, song or other form of media. Then, include a 2-3 page write up demonstrating how this link is relevant to course content. Include 2-3 questions and points to invite further discussion from your peers.

3) **Commenting on Connections**
View/Read/Watch/Listen to the link that one of your peers has posted. Respond to the key questions/points that they raise. This response should ALSO be 2-3 pages in length, demonstrate a clear understanding of the content that has been posted as well as links to course materials, and will be posted on D2L.

4) **Creative Connections**
Food often evokes strong emotions, as both smell and taste are strongly linked to memory. Likewise, the marketing of food products often plays upon a variety of our senses. Prepare a creative response to one of the readings. This may be a piece of visual art (painting, sketch, collage), a piece of aural art (song or spoken word), or a piece of written art (poem, short story). These can either be submitted to me privately or, if you are interested in sharing, posted on D2L for your peers to enjoy. Provide a 1-2 page written overview demonstrating how this creative piece is linked to course content.
**Presentations (Dates Vary, 15%)**
Select ONE article from a given week, and prepare a 15 minute presentation for your peers, followed by 3-4 questions for discussion. Presentations should include an overview of key points from the readings, point of connection to the general themes we are discussing that week, and critiques/commentary on the work.

Presenters will be assessed on presentation skills as well as content: did you pick out the key points from the readings, did your questions promote engagements with the text, and did you demonstrate a clear understanding of the work? Did you make eye-contact, make use of visuals in your presentation, and respond to questions in a clear manner?
A printed copy of presentation materials is to be submitted for assessment.

**Policies**
All written work should be formatted in accordance with style as outlined in either the MLA handbook 7th edition or the most recent Chicago Style Manual and should be double-spaced, Times New Roman 12pt font with 1” margins.

Late Assignments will be penalized 3% per day late, and will not be accepted more than 10 days past the assigned due date, unless previously approved by the instructor. In the event of illness or personal challenges (ie, death/illness in the family), contact the instructor as soon as possible. Additional documentation (ie. doctor’s note) may be required.

Assignments are to be submitted on paper during class time.

**Plagiarism**, including the use of images, idea, or words that are not your own without acknowledgement (such as quotation marks and corresponding citations or references), the purchasing of work for submission as your own, the copying of another student’s work, and the submission of the same material for more than one assignment, is a serious offence. Cases of plagiarism will be dealt with in accordance with Code of Student Behaviour and Disciplinary Procedures approved by Senate and the Board of Governors Lakehead University. This includes all cases of suspected plagiarism being reported to the Dean, and students found guilty of plagiarism will receive a zero on the assignment, while other penalties may be imposed on repeat offenders. Information on Lakehead University policies for dealing with plagiarism and academic dishonesty can be found at: http://calendar.lakeheadu.ca/current/contents/regulations/univeresIXacdishon.html

**Attendance** is expected, and makes up a portion of your participation mark.

**Participation** involves active and enthusiastic engagement with course materials and your peers. You are expected not only to be physically present, but also to be mentally present. Likewise, participation involves both speaking and listening, and should demonstrate clear engagement with both discussion and readings.

**A Note on Respect**
Some of the materials in this course may evoke strong reactions based on your personal beliefs or experiences. It is important to remember that we all come to this space from different backgrounds, and we must maintain a respectful and professional environment at all times. This means that no one is discriminated against for any reason, including but not limited to race, class, gender, sexual orientation, ability, age, and religion. Moreover, some of the materials on this course may present
you with information that is incongruent with your own beliefs. For this reason, it is important that we engage with ideas and concepts in such a way that both our tone and diction remain respectful. You will not be assessed based on your personal beliefs or experiences, but you must be respectful of those of others and mindful of the existence of opposing views and demonstrate understandings of the texts and issues being considered.

Additional Information:
There are many services available on campus to assist you if necessary, including but not limited to:

The Student Health & Counselling Centre
Assistance with medical and personal issues is available to you by contacting the Health and Counselling Centre: 343-8361, Prettie Building

Student Accessibility Services
Academic accommodations for students with documented disabilities/medical conditions can be obtained by contacting accessibility services.
343-8047 (SC0003)

Student Success Centre
Leadership and academic support is available to you in the Student Success Centre. Career advising and “Skills for Success Seminars” are also available.
343-8018 (SC0008)