

Department of Sociology

**FOOD, CULTURE & SOCIETY
SOC 2110 FDE**

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COURSE DESCRIPTION

Welcome to **SOC 2110 Food, Culture & Society**. In this course, we will examine food systems and our everyday food practices as important sites for symbolic and socio-cultural analysis of the 'social appetite'. We will explore socio-cultural, economic and historical changes to understand the social patterns of food production, processing, distribution and consumption. We will think critically about agriculture, technology, the environment, education, health, nutrition, food security and food sovereignty. You will be introduced to food justice movements and we will pay close attention to social inequality and intersecting social identities such as gender, ethnicity, race, and social class as these are produced and reproduced through agrifood and alternative food systems.

LEARNING OBJECTIVES

Demonstrate knowledge about contemporary debates in Food Sociology which include:

- Identify diverse food systems, and the social / symbolic patterns they produce;
- Recognize how social inequality is created and maintained through food production, distribution and consumption patterns;
- Appreciate the complexity of food choice on individual and environmental health;
- Explain the concepts of food security / insecurity;
- Understand food sovereignty models; and
- Learn university-level research, analytical and writing skills.

REQUIRED TEXTBOOK

Critical Perspectives in Food Studies, 2nd Edition (2017), Edited by Mustafa Koc, Jennifer Sumner & Anthony Winson

* Available in the Bookstore: bookstore.lakeheadu.ca

Department of Sociology

HOW THE COURSE IS ORGANIZED

This course is offered online and requires a total of 6-9 hours per week. Course material will scaffold each week. It is essential you do all the readings each week before Sunday in order to complete the weekly participation reading quizzes worth 30% of your grade.

If you have questions, at any time during this course, please email me at:
barbara.parker@lakeheadu.ca

Please note: I will only respond to emails sent from a Lakehead university email account. When emailing me, please put SOC 2110 in the Subject Heading. I will do my best to reply to your emails within 24 hours.

LEARNING ACCOMODATIONS: Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please visit: <http://studentaccessibility.lakeheadu.ca>

PLAGIARISM & ACADEMIC MISCONDUCT: Plagiarism is a serious academic offence. Please take the time to familiarize yourself with what it means to plagiarize the words or ideas of others and your responsibilities as a student at Lakehead University. From the Course Calendar:

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3506&loaduserredits=False>

Plagiarism shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given.
3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

(a) The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part

Department of Sociology

of a course will be a zero for the work concerned.

(b) A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

If you have questions, consult the professor.

COURSE EVALUATION

Participation - Weekly reading quizzes	30%
Mid-term Exam	25% (October 25th)
Short Writing Assignments (15% x 3)	45% (Due: Oct 4, Nov 8, Nov 29th)

EVALUATION INFORMATION

Please note: Your assignments must be typed in 12 font, double-spaced with 2.54 cm margins. You must have a title page with the course number/name, title of the assignment, your name, the due date, and the Instructor's name. All written work will be evaluated on (1) substance (content) or your ability to demonstrate understanding of the material; and (2) organization, presentation, grammar and clarity.

It is expected that you will reference in ASA style or the American Sociological Association Referencing style (see ASA Guide on D2L course site)

Late Marks: Unless approved prior the due date, you will lose 5% per day for late papers.

For your own protection, keep a hard copy of all work submitted for this course.

1. Participation: Weekly Reading Quizzes – 30%

To facilitate your learning and comprehension of the course material, you will be asked to complete a weekly reading quiz. Each quiz will consist of 10 multiple-choice questions and be graded out of 10 marks. There will be 11 quizzes total over the Term. You are allowed to miss one without penalty, or if you write all 11 quizzes I will drop your lowest mark so your final grade will consist of your marks over 10 quizzes equally weighted for a final mark out of 30.

The weekly quiz link can be found under Content by Week on D2L (Week 1, Week 2, etc.) and will be available for 12 hours on each Sunday giving you flexibility on when you write it. The quiz will open at 12:01am and be available until 11:59pm. You will have 10 minutes to complete the quiz each week.

2. Mid-Term Exam – 25%
October 25th

The Mid-term exam will cover course material through Week 1 to Week 6. The exam will consist of 30 multiple choice questions and 10 short answer questions. Multiple choice questions will be worth 1 point and the short answer questions will be worth 2 marks each for a total of 50 marks, worth 25% of your final grade. The exam will be available on D2L for 12 hours on October 25 (12:01am-11:59pm).

3. Short Writing Assignments – 45%

You are required to write three (3) short papers over the course of the Term. Each paper is worth 15% for a total of 45%. Maximum expected length of each paper is 4-5 pages of double-spaced text, not including title page and references page.

Paper 1: Film Review of “Food Inc.”

Due: Friday, October 4th

Worth: 15%

After watching the film, write a Film Review paper, which seeks to convince viewers of the merits of the film. You can include your perceptions of the limitations of the film as well, but be sure to write convincingly.

If you do not have access to Netflix, please contact me by email.

Paper 2: Reflection Paper: Food & Identity

Due: Friday, November 8th

Worth: 15%

Consider the saying “You are what you eat!” and reflect on what this means to you. How does your background and the social identities (gender, social class, status, ethnicity, age, etc.) you present intersect to produce an *eater*?

Paper 3: Critical Analysis Paper

Due: Friday

Worth: 15%

For this paper, you will be assigned a peer reviewed journal article to critically analyze. After carefully reading the paper, you will identify the research question and determine the methodology/methods used by the authors. You will then discuss the findings and conclusions put forth by the authors. Discuss the strengths and limitations of the paper under review and explain how it fits with your own understanding of the research problem.

The journal article under focus for Paper 3 is (linked under Week 9):

Department of Sociology

Olauson, Caitlin, Engler-Stringer, Rachel, Vatanparast Hassan and Hanoski Rita. 2017. "Student Food Insecurity: examining barriers to higher education at the University of Saskatchewan." *Journal of Hunger and Environmental Nutrition*
DOI:10.1080/19320248.2017.1393365

These short writing assignments require that you demonstrate familiarity and understanding of the course material and assigned readings. To do this, you must reference course materials in ASA referencing style.

Papers must be uploaded to the Assignment Folder on D2L by 11:59pm on the due date.

I strongly encourage you to use the resources at the Writing Centre, available through the Library and talk with a Writing Coach if you are challenged by these papers or would like a second set of eyes to review your paper before handing it in.

If you have questions, please email me or our GA.

READINGS BY WEEK

* Please note that all readings are in the textbook unless otherwise noted

* Schedule of readings may change with notice from the Instructor

Week 1 - Sept 3-8th

Introduction & Course Overview

- Review syllabus and discuss course expectations
- What is the Sociology of Food?

Read from D2L: Guptill, Amy E., Copelton, Denise A., and Lucal, Betsy. 2017. "Introduction: Invitation to the Feast." In *Food and Society: Principles & Paradoxes*, p. 3-13.

Film: Food Inc. (Available on Netflix)

Week 2 - Sept 9-15th

Complexity in our Food Systems: How did we get here?

- Food Systems: Exploring the Social Contexts of Production, Processing, Distribution and Consumption

Read: Chapter 2 from textbook

Department of Sociology

Changing Food Systems from Top to Bottom: Political Economy and Social Movements Perspectives, p. 19-33.

Read from D2L: Barndt, Deborah (2002). Fruits of Injustice: Women in the Post NAFTA Food System, *Canadian Women's Studies*, 21, (4): 82-88.

Film: Banana Split (Available on D2L)

Week 3 - Sept 16-22nd

Socio-Historical Context of Agriculture

- Explore the socio-historical context of farming and food production
- Social conditions of food work

Read: Chapter 8 from textbook:

Two Great Food Revolutions: The Domestication of Nature and the Transgression of Nature's Limits, by Robert Albritton (p. 108-117).

Read: Chapter 10 from textbook:

Crisis in the Food System: The Farm Crisis, by Nettie Wiebe (p. 138-153)

Week 4 - Sept 23-29th

The Symbolic Meanings of Food

- Why do we eat what we do?
- How can we apply sociology to nutrition?
- Why does culture matter?

Read from D2L: Food, memory and meaning: the symbolic and social nature of food events, *The Sociological Review*, 1994, 42(4): 664-685.

Read CH 3 from Textbook:

Johnston, J. and Cappeliez, S. 2017. You are what you eat! Enjoying (and transforming!) Food Culture.

Film: Imagined Feasts (54 minutes)

Week 5 – Sept 30-Oct 6th

We Are What We Eat: Food & Identity

- What do our food choices say about us?
- Explore gender in relation to food choice

Department of Sociology

Read from D2L: Guptill, Amy E., Denise A. Copelton, and Betsy Lucal. 2017. "Food and Identity: Fitting In and Standing Out", *In Food and Society: Principles & Paradoxes*, p. 16-39.

Read from D2L: McPhail, Deborah, Brenda Beagan, and Gwen E. Chapman. 2012. "I Don't Want to be Sexist But...", *Food, Culture & Society*, 15(3):473-489.

***Short Paper 1 (Film Review) is due: Friday October 4th**

Week 6 – Oct 7-13th

The Changing Meanings of Food, Health & Identity

- What is the relationship between food, health & identity?
- How do our social identities impact on food choice?

Read from D2L: Guptill, Amy E., Denise A. Copelton, and Betsy Lucal. 2017. "Nutrition and Health: Good to Eat, Hard to Stomach", *In Food and Society: Principles & Paradoxes*, p. 59-81.

Week 7 – Oct 14-20th

No Class – Reading Week

Week 8 – Oct 21-27th

MID TERM EXAM on Friday October 25th

Week 9 – Oct 29-Nov 3rd

Social Inequality and Food Insecurity

- Food choice, inequality & impacts on food choice
- What is Food Security / Insecurity?
- What are the impacts of food insecurity?

Read from D2L: Rock, Melanie, McIntyre, Lynn and Rondeau, Krista. 2009. "Discomforting comfort foods: stirring the pot on Kraft Dinner® and social inequality in Canada." *Agriculture and Human Values*, 26(3): 167-176.

Department of Sociology

Read: Chapter 15 in Critical Perspectives in Food Studies
Origins and Consequences of and Responses to Food Insecurity in Canada, by Naomi Dachner and Valerie Tasaruk (p. 221-236)

*** Optional Reading - Journal Article for Critical Review**

Read from D2L: Olauson, Caitlin, Engler-Stringer, Rachel, Vatanparast Hassan and Hanoski Rita. 2017. "Student Food Insecurity: examining barriers to higher education at the University of Saskatchewan." *Journal of Hunger and Environmental Nutrition*

Week 10 – Nov 4-10th

Food, Health & Identity in Northern Indigenous Communities

- Understanding the impact of colonization on Indigenous food systems
- Challenges and resistance in Northern Communities

Read: Chapter 14 in Critical Perspectives in Food Studies
What Constitutes Good Food: Toward a Critical Indigenous Perspective on Food and Health, by Debbie Martin and Margaret Amos (p. 205-220)

Read from D2L: Power, Elaine. 2008. "Conceptualizing Food Security for Aboriginal People in Canada", *Canadian Journal of Public Health*, March/April: 95-97.

Film: "A Right To Eat" (48 min)

***Short Paper 2 (Food & Identity) is due Friday, November 8th**

Week 11 – Nov 11-17th

Exploring Food Sovereignty

- What is Food Sovereignty
- What is Indigenous Food Sovereignty

Read: Chapter 24 in Critical Perspectives in Food Studies
Building Food Sovereignty: A Radical Framework for Alternative Food Systems, by Annette Aurélie Desmarais (p. 363-379).

Read on D2L: Morrison, Dawn. (2011). Indigenous Food Sovereignty: A Model for Social Learning, in *Food Sovereignty in Canada: Creating Just and Sustainable Food Systems*, pgs. 97-113.

Department of Sociology

Week 12 – Nov 18-24th

The School Food Environment & School Meals

- What is the school food environment?
- Where do school food programs fit into the policy landscape?

Read on D2L: Leos-Urbel, J., Schwartz, A.E., Weinstein, M., & Corcoran S. (2013). Not just for poor kids: The impact of universal free school breakfast on meal participation and student outcomes, *Econ Educ Rev* Oct 1; 36: 88-107.

Read on D2L: Carbone, S., Power, E., & Holland, M.R. (2018). Canada's missed opportunity to implement publicly funded school meal programs in the 1940s.

Week 13 – Nov 25th - Dec 1st

Wrap Up

- What will happen with National Food Policy and School Food Policy in Canada
- Actions in the Food Systems

Readings TBA

***Short Paper 3 is Due Friday November 29th**

Have a great winter break!