

Lakehead University
Department of Sociology

SOC 4551 FA
FOOD & CULTURE

Thursday 11:30-2:30
RB 1045

Dr. Barbara Parker

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Office Hours: Monday 9-11am

Course Overview:

In this course, we will examine food as a cultural lens through which to understand and analyze broader systemic social inequality and social relations. We will pay attention to gender, race, ethnicity and indigeneity as points of difference and markers of identity that feature centrally in everyday food practices. We will look carefully at the macro and micro politics of contemporary food systems to understand the socio-cultural context(s) of food security and food sovereignty, which feeds our current perceptions and engagement with food at the local, regional and global levels.

Required Textbooks:

You will find all required readings on the D2L course site or available as open-access journal articles at the links provided.

Classroom Protocol: This is a seminar honours level (4th Year) course and the expectation is that you will come to class prepared with critical questions / comments from your close reading of weekly assigned readings. Please respect our classroom space and turn off cellphones, refrain from texting /messaging and use your laptop computer for note-taking only. Students who do not comply will be asked to leave.

Course Evaluation:

Participation = 10% (ongoing)

Response Papers (2 required / weeks of your choice) = 30%

Presentation with Summary = 20% (sign up sheet available 1st class)

Essay 40% (Due: Monday, December 7th)

* **Late Penalty:** Students are reminded that late papers will be penalized 5% per day, including weekends and holidays, unless PRIOR approval for an extension has been obtained. All written work will be evaluated based on organization, presentation, grammar

and clarity as well as content. For your own protection, keep a hard copy of all work submitted for this course.

Plagiarism & Academic Misconduct:

From the Course Calendar, Section IX,

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

Learning Accommodations: If you have a learning accommodation or special need regarding the format or the due dates for the assignments, you must inform me. The appropriate forms can be obtained from Student Accessibility Services (SAS) located at SC 003. Find more information at: lakeheadu.ca/faculty-and-staff/departments/services/sas

Evaluation Information:

1. Participation (10%)

Your in-class participation mark will reflect both attendance and your willingness to actively engage with course materials. Active listening is just as important as speaking. A full grade will not be awarded simply for talking a lot. In fact, if you talk so much that

others don't have the opportunity to speak, or you silence them by interrupting, using negative body language when they speak, or talking while they're talking, you may well receive a failing grade for participation. Your contribution will be thought-provoking, respectful of others' life experiences and interpretations of the course materials, contribute to and lead to discussion, and will illustrate a clear grasp of the materials or will ask questions about the materials if you need clarification. Do not hesitate to ask questions – if you have a question about something, chances are, someone else does too!

Please note: If you have trouble speaking up in class and have questions or concerns about your participation mark please come and see me to discuss.

2. Response Papers (30%)

Each is worth 15%

The goal of the Response Paper is to demonstrate you are engaging with the readings and attempting to understand the author's main arguments. You will write TWO response papers - in two weeks of your choice -

Each response paper will be 4-5 pages in length (double-spaced). Your paper can include a brief discussion of the main ideas and themes raised by the authors of the readings. I expect that you will demonstrate how the readings compare / contrast with one another, and connect with previous week's readings if links can be made. As well, use self-reflexivity to respond to the authors and critically consider how the ideas presented in the papers do or do not mesh with your own lived experiences.

The response papers are to be handed in at the beginning of class on the day in which the readings will be discussed.

3. Presentation with Response Paper (20%)

The goal of this assignment **is to present a response** to one of the weekly readings. Similar to the two response papers (see above) that you are to hand in, the Presentation is an oral presentation of a response paper to one of the weekly readings.

**Please note that you must choose a different week's readings than the two you hand in for the Reflexive Summaries. This means that in total, over the course of the Term, you will prepare a total of 3 Response Papers.

Choose one of the weekly Reading lists (i.e week 2, week 3 etc.), and hone in specifically on one Reading and prepare a short 12-15 minute presentation on the article. As with the written response papers, spend the first half of your presentation discussing the main ideas, themes and/or questions raised by the authors. In the second half of your presentation, respond to the points raised by the authors and critically consider how the

ideas in the paper does or does not mesh with your own lived experience. You must hand in your written response paper (4-5 pages) once you have presented.

As there will be more than one student presenting weekly, we will begin each class with presentations. The presentations will be done in a Panel format (i.e. 2 students presenting one following each other), and will lead into a class discussion about the week's Readings.

4. Essay (40%)

Your final essay will be 8-10 pages (double-spaced). The purpose of this assignment is to engage with scholarly work in the field and develop your written communication skills. You are to choose a topic, derived from the course content, and explore current literature / research in the area. Your paper should be developed around a thesis statement and include an introduction, main body, and conclusion. I recommend that you consult with me about your topic once you have chosen the area you wish to explore. You are required to use a minimum of 5 external references in addition to course materials in your paper. Please remember that you must include a References page using APA referencing style.

I strongly encourage you to visit the Writing Centre, located in the Library and talk with a Writing Coach if you are having difficulty with your paper or would like a second set of eyes to review it before handing it in.

** More discussion about the final essay will follow in class

Weekly Reading Schedule:

** Please be advised that readings may change with notice from the Professor

Week 1 (Sept 17)

Introduction to the Changing Meanings about Food

Review Course Syllabus, Expectations and Evaluation

From: Guptill, A. E., D. Copelton, and B. Lucal, (2013). *Food & Society: Principles and Paradoxes*

1) *Introduction: Food & identity*, (pg. 18-20).

2) *Food and regional identity*, (pg. 23-25)

Optional:

3) Koç, M., R. McRae, A. Moack, and Ö. Güçlü Üstündağ (2012). *What is Food Studies? Characterizing an Emerging Academic Field through the Eyes of Canadian Scholars*, In *Critical Perspectives in Food Studies*, Edited by Koç et al., (pgs. 4-15).

Week 2 (Sept 24)
Food & Gender

Required Readings:

- 1) Cairns, K. and J. Johnston (2015). Choosing health: Embodied neoliberalism, postfeminism and the 'do-diet', *Theory and Society*, 44: 153-175.
- 2) Szabo, M. (2014). Men Nurturing through food: Challenging gender dichotomies around domestic cooking, *Journal of Gender Studies*, 23(1): 18-31.

Optional:

- 3) Allen, P. & C. Sachs (2007). Women and Food Chains: the gendered politics of food, *International Journal of Sociology of Food and Agriculture*, 15(1): 1-23.

Week 3 (Oct 1)
Food & Social Class

- 1) Rock, M., McIntyre, L., and K. Rondeau (2009). Discomforting Comfort Foods: Stirring the Pot on Kraft Dinner and social inequality in Canada, *Agriculture and Human Values*, 26: 167-176.
- 2) Johnston, J., and S. Baumann (2010). *Class and Its Absence*, Ch 5 in Foodies: Democracy and Distinction in the Gourmet Foodscape. (pgs. 173-201)

Film: Food Stamped (60 minutes)

Week 4 (Oct 8)
The Meanings of Food Security

- 1) Review Hungercount 2014 Report:
http://www.foodbankscanada.ca/getmedia/76907192-263c-4022-8561-73a16c06dd2f/HungerCount_2014_EN_HR.pdf.aspx
- 2) Munro, J., B. Parker and L. McIntyre (2014). An Intersectionality Analysis of Gender, Indigeneity and Food Insecurity among Ultrapoor Garo Women in Bangladesh, *International Journal of Indigenous Health*, 10(1): 68-82.

TVO Interview (13 minutes): <http://www.feedingnunavut.com/feeding-my-family/>

!! Remember: Food is an Election Issue! – Election – Oct 19!!

Week 5 (Oct 15) - NO CLASS

Use class to work on final essay or presentation

Week 6 (Oct 22)

Indigenous Food Systems & Food in the North

1) Martin, D. (2012). *Nutrition Transition and the Public Health Crisis: Aboriginal Perspectives on Food and Eating*, In *Critical Perspectives in Food Studies*, Edited by Koç et al., (pgs. 208-222).

2) Morrison, D. (2011). *Indigenous Food Security*, in "Food Sovereignty in Canada: Creating Just and Sustainable Food Systems", Edited by H. Wittman, Annette Aurelie Desmarais & Nettie Wiebe (pg. 97-113).

Film: *A Right To Eat* (45 minutes)

Week 7 (Oct 29)

Changing Food Systems

1) Albritton, R. (2012). *Two Great Food Revolutions: The Domestication of Nature and the Transgression of Nature's Limits*, In *Critical Perspectives in Food Studies*, Edited by Koç et al., (pgs. 89-103).

2) Friedmann, H. (1999). *Remaking 'Traditions': How we eat, what we eat and the changing political economy of food*. In *Women Working the NAFTA Food Chain: Women, Food and Globalization*, Edited by Barndt, D., (pgs. 36-60).

Film: *Agrofuels* (28 minutes)

Week 8 (Nov 5)

The Question of Food Banks

1) Suschnigg, C. (2012). *Food Security? Some Contradictions Associated with Corporate Donations to Canada's Food Banks*, In *Critical Perspectives in Food Studies*, Edited by Koc et al. (pg. 223-242)

2) Tarasuk, V., N. Dachner, A. Hamelin, A. Ostry, P. Williams, E. Bosckei, B. Poland & K. Raine, (2014). A survey of food bank operations in five Canadian cities. *BMC Public Health*, 14: 1234. Open Access available at: <http://www.biomedcentral.com/1471-2458/14/1234>

Week 9 (Nov 12)

Food, Health, Nutrition and the Environment

1) Dye Gussow, J. (2006). Reflections on Nutritional Health and the Environment: The Journey to Sustainability, *Journal of Hunger and Environmental Nutrition*, 1(1): 3-25.

2) Engler-Stringer, R. (2011). *Community Nutrition Practice and Research: Integrating a Food Sovereignty Approach*, in Food Sovereignty in Canada: Creating Just and Sustainable Food Systems, Edited by H. Wittman, Annette Aurelie Desmarais & Nettie Wiebe (pgs. 134-150).

Week 10 (Nov 19)

A New Model: Food Sovereignty

1) Desmarais, A. A., (2012). *Building Food Sovereignty: A Radical Framework for Alternative Food Systems*, In Critical Perspectives in Food Studies, Edited by Koc et al., (pg. 359-377).

2) Review The Thunder Bay Food Strategy website at: <http://tbfoodstrategy.ca/>

Film: La Via Campesina in Movement ... Food Sovereignty Now! (20 minutes)

Available at: <https://vimeo.com/27473286>

** Guest Speaker TBA

Week 11 (Nov 26)

Alternative Food Systems in Practice

1) Hansen, Y. (2011). *Growing Community: Community Gardens as a Local Practice of Food Sovereignty*, In Food Sovereignty in Canada: Creating Just and Sustainable Food Systems, Edited by H. Wittman, Annette Aurelie Desmarais & Nettie Wiebe (pgs. 151-169).

2) Black, R. E., (2013). Taking Space to Grow Food and Community: Urban Agriculture and Guerrilla Gardening in Vancouver, *Cuizine: the Journal of Canadian Food Cultures*, 4(1). (e-journal) Available at:

<http://www.erudit.org/revue/cuizine/2013/v4/n1/1015492ar.html?vue=integral>

Film: *The Garden* (80 minutes)

Week 12 (Dec 3)

Wrap Up & Potluck

Final Essays due Monday Dec 7th by 4pm