

Department of Sociology

**SOC 3115
Food, Gender & Health**

Dr. Barbara Parker
barbara.parker@lakeheadu.ca
Phone: 343-8792
Office: RB 2043

Class Time: Thursday 2:30 - 5:30am
Place: ATAC 2021 and
Roots to Harvest Kitchen
450 Fort William Road
Office Hours: Tuesday 3-4pm

COURSE DESCRIPTION

Welcome to **SOC 3115: Gender, Health & Food!** In this course we will explore the intersections of gender, health and food. We will explore how ideas about food including our memories, experiences and what we have learned about food (i.e. Canada's Food Guide or Diet Culture) shape our beliefs about health, healthy bodies and good citizenship. We will learn how the shared socio-cultural meanings about food and health further construct, embed and reproduce ideas about gender, or femininity and masculinity, social class, ethnicity, race, sexuality etc. The social meanings produced about bodies have material consequences and as such, we will also explore the social conditions of food and eating practices, including food security and food sovereignty. At the same time, we will also undertake a critical and reflexive journey of our own embodied and material experiences of food and health by exploring memories and experiences with food, recipes and the kitchen. To this end, we will be meeting at Roots to Harvest, our community partner, where we will have the opportunity to learn through experiential and engaged pedagogy in a laboratory kitchen. We will also take an active interest in learning about the programs and work of our community partner Roots to Harvest.

Key words: Gender, Health, Food, Experiential Learning; Engaged Pedagogy; Intersectionality Theory

LEARNING OBJECTIVES

- Learn how gender and other axis of identity (social class, ethnicity, race, sexuality) are socially constructed through food practices;
- Explore the connections between identity, health and food practices;
- Explore the concepts of nutritionism and healthism, and by extension the moral responsibility for health through food practices as these are gendered, classed and raced;
- Understand the relationship between health, food systems, food security and food sovereignty;
- Participate in engaged pedagogy, and experiential learning
- Learn facilitation and presentation skills; and
- Learn university-level research, analytical and writing skills.

REQUIRED READINGS & MATERIALS

All required readings are posted on the Desire to Learn (D2L) course website that accompanies this course.

* You will be required to purchase 1-2 package of 3" x 5" Index Cards.

Please note: All materials for the experiential component of our course will be supplied (food, kitchen supplies).

HOW THIS COURSE IS ORGANIZED

This course is offered once a week for 3 hours. Our class offers you an experiential learning experience, which means that we will explore the interconnections between gender, health and food in the Roots to Harvest (R2H) learning lab kitchen. ***This means that not only are you responsible to do the weekly required readings prior each class, but you need to also come to R2H prepared to work with your classmates in the kitchen.*** Please be sure your clothing is clean and safe, no open toed shoes, loose garments or jewelry is permitted and when we are doing food preparation, a hat or hair restraint is required. Further guidelines will be provided about personal conduct at R2H.

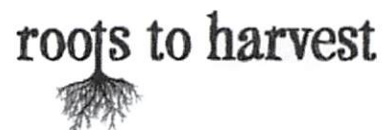
To make it easy for you, I have developed a schedule of when our classes are held on campus or when they are at the Roots to Harvest Kitchen. This schedule is available on the course D2L site (pdf printable). I recommend you both print it and put it somewhere where you will see it, or put the dates into your calendar so you will know each week where you need to be. ***It is your responsibility to attend all classes, participate and be engaged.***

Roots to Harvest (R2H) is a not-for-profit and charitable organization that uses food (growing, cooking, learning, eating) to outreach and engage populations they serve. R2H strives to provide work that is meaningful, programming that is purposeful, and staff who are qualified and compassionate. Building connections between food and people is at the core of their programming, and connecting communities and people to each other is the fundamental way they do this.

The vision of **R2H** is a future where young people are leaders, connecting a diverse community and cultivating food that's healthy and accessible.

Please visit the R2H website to learn more:

<http://www.rootstoharvest.org>



Roots to Harvest is located at 450 Fort William Road in Thunder Bay. Please see the attached map with bus routes. Three (3) routes have been provided, from the University (Agora Bus stop) to R2H. Alternatively, if you drive, you can make your own way there. Parking is free.

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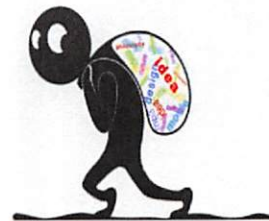
If you have questions, at any time during this course, please visit me in my Office Hours (as listed above) or contact me through email at: barbara.parker@lakeheadu.ca

A Note on Email: I will only respond to emails sent from a Lakehead university email account. When emailing me, please put **SOC 3115 / WOME 3115** 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 and academic misconduct are serious academic offences. The minimum penalty for a candidate found guilty of plagiarism or academic misconduct will be a zero (0) for the work concerned.



From the course calendar:

<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=25&chapterid=7015&loaduserredits=False>

Plagiarism includes:

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.

Academic misconduct includes, but is not limited to:

- I. Plagiarism (see University Regulation IX of the Calendar for definition), including, but not limited to, submitting a work of which the student is not the author, in

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whole or in part, whether written, oral or in any other form (except for duly cited quotations or references). Such work may include a thesis, an academic paper, a seminar presentation, a test, an examination, a laboratory or technical report;

- II. cheating of any kind;
- III. presenting research data that have been falsified or concocted in any way;
- IV. attributing a purported statement of fact or reference to a source that has been concocted;
- V. submitting the same piece of work or a significant part of that work for more than one course, or a thesis or other work which has already been submitted elsewhere, without written authorization of the instructors concerned and/or of the academic unit concerned;
- VI. falsifying an academic evaluation, misrepresenting an academic evaluation, using a forged or falsified academic record or supporting document, or facilitating the use of a falsified academic record or supporting document;
- VII. undertaking any other action for the purpose of falsifying an academic evaluation;
- VIII. disruption of academic activities during a class or component of a course.

To view the full Student Code of Behaviour see: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/code-of-student-behaviour-and-disciplinary-procedures/node/1046>

If you have questions, consult the professor.

COURSE EVALUATION

In Class Recipe Presentation & Response Paper.....	20
Group Cooking Project.....	20
Reading Response Papers x 2.....	20
Due Date 1 – before Week 7 (Feb 21)	
Due Date 2 –Week 8 to Week 12 (March 28)	
Final Assignment (choose A, or B or C).....	20 (Due: April 4)
Weekly Participation.....	20

EVALUATION INFORMATION

Formatting Instructions: 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) and your ability to demonstrate understanding of the material; and (2) organization, presentation, grammar and clarity.

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All assignments will be discussed in class and you will have the opportunity to ask questions about expectations. 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 Penalties: Assignments received after the due date will be penalized 5% per day. Requests for extensions must be made prior the due date and will only be given if there are extenuating circumstances and may require documentation (eg. a doctors note).

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

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1. In Class Recipe Presentation & Reflection Paper (20 marks)

Recipes reflect popular culture and offer us a glimpse into the socio-cultural and historical contexts in which they were produced. Recipes are everywhere; they are available online and through social media, in our favourite cookbooks, passed down from family members and friends. Recipes can remind of us of home, a special meal, a holiday or an important event or person. To this end, recipes do more than teach us how to make a particular dish, rather they shape beliefs about health, culture, and identity (gender, race, ethnicity, social class, age, and geography, or where we come from) and social interaction.

This assignment requires you to choose a recipe and make a 10-12 minute presentation to the class in either **Week 3, 5 or 6**. A sign up sheet will be available in Week 2. Use the questions below to guide your analysis and presentation. Upon completion of the presentation, you are required to hand in a Reflection Paper at the end of class (Put in the Assignments Folder on D2L).

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1. Choose a recipe that is important to you in some way. Consider these questions in choosing the recipe. Is it something you regularly prepare or only rarely? Why or why not? Does it represent a memory of a special event or holiday? Do you think the dish is good for you? Why or why not? Is it a complicated recipe or easy to make? Where did you learn about it? What ingredients are central to the recipe? Is it a seasonal recipe? Why did you choose to present this recipe?
2. In thinking about and responding to the above questions, you will also want to consider the social, cultural, economic, environmental or geographic contexts of the recipe and ingredients? Place the recipe and ingredients in historical context. Where and when does it originate from? What forms of measurement, technology, utensils, and techniques are called for in the recipe? How do these relate to the historical context? What might this also tell us about the assumed cooking ability, gender and/or class status of the recipe's readership?
3. In preparing your presentation, think about the various meanings that are transmitted through the recipe. What does it say about health, identity (gender, social class, race, ethnicity, sexuality, age, religion or region) and culture? Who is the intended eater of the dish being prepared through the recipe? How are gender roles prescribed and transgressed within the recipe? Does the recipe produce racialized or classed meanings about the dish (food) or ingredients?
4. Engage with the themes, concepts and theories covered in class and through the readings to build your analysis. Pay careful attention to intersectionality as a lens through which to think about the recipe and the ingredients in your recipe.
5. Prepare 5 index cards with your recipe printed on the card. At your presentation, you will share 4 of these index cards with your classmates, placing 1 recipe card at each work station. Your classmates will be required to copy the recipe out so make sure that it is legibly written. The 5th Index card with the recipe will be handed in to me prior your presentation. *It is suggested that you bring blank recipe cards with you to all of the classes so you can record the recipes shared over the course of the term.*

2. Group Project: Cooking with and for Your Classmates (20 marks)

Working in small groups (Assigned), you will review the recipe cards presented at your work station by your classmates. Together, as a group, and based on criteria given to you by the instructor, you will decide on one (1) recipe that your group will prepare for the class. To do this, your group will then need to come up with a grocery list and budget for the dish, which will be handed in to the Instructor for approval in Week 10. Then in Week 11 or Week 12, your group will cook the dish to be served in class. Upon serving, your group will share with the class a brief presentation (5-10 minutes) of the dish you chose to present to the class for tasting and any challenges you faced along the way. A short individual reflection paper will be handed in describing your role, and the experience of the group project (3-5pages).

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I will provide more guidelines in class.

3. Reading Response Papers x 2 (10 marks each = 20 marks total)

Over the course of the term you will write two (2) Reading Response Papers, one of which will be handed in **before Week 7 (Feb 21st)** and the second of which will be handed in **between Week 8-12 (March 28)**. Each Reading Response Paper will be 5-6 pages, double-spaced. Reading Response papers are meant as an opportunity for you to engage in critical reflection of one of the Weekly Readings.

1. Each Reading Response Paper will deal with one (1) of the Required Readings.
2. Briefly summarize the main theme, concepts or theory covered in the reading. Be sure to define and explain (with a reference) the concepts or theories you are discussing.
3. Relate the concept, theme or theory to your own experience. This may include using a direct quote, properly referenced, to anchor your ideas. Use the theory to make a connection with your life! For example, you can explain something or an issue you have heard about in the media, through friends/family and through your everyday interactions.
4. Finally, ensure you reference properly and cite the author's work.

4. Final Assignment (20 marks)

Due: April 4

For this assignment, you may choose one of the following:

A. Auto-ethnography Paper

Autoethnography is “research, writing, story and method that connect the autobiographical and personal to the cultural, social and political” (Ellis, 2004, p. xix). Autoethnography is powerful because you are able to connect your personal experiences; in this case your own food practices, with what you have learned about ‘public issues’ or structural constraints that are social, cultural and political, which we have learned about through the course readings and your own reading of peer reviewed journal articles and books which connect with the themes of your self-reflexive analysis. To do this assignment well, you will need to think about the themes covered in course readings, your own food practices, and consider the many facets of food, health and identity through an intersectional and autoethnographic analysis.

B. Looking Forward Creative Paper / Project

This final creative paper / project is an opportunity for you to synthesize what you have learned through this course. Specifically, I want you to think about what we have read,

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discussed, cooked, learned and describe or explain how you will use this knowledge and information in the future. You can be as creative as you wish with this assignment!

C. Research Paper

A final research paper will be organized around a course related topic or theme of your choice. This paper is an opportunity for you to critically engage with the theories and concepts covered through the course.

Note: Regardless of your choice, the final assignment will be 8-10 pages double spaced and follow all formatting requirements.

I encourage you to ask questions either in class or see me in my office hours!

5. Weekly Participation (20 marks)

This 3 hour experiential learning class is going to require your commitment! There will be considerable opportunity for you to participate in class discussion and engaged learning in a laboratory kitchen, where you will develop food literacy and food skills. You will learn to read recipes, prepare foods, clean up, and enjoy the fruits of our food work. As well, as expected in a 3rd year class, you will be encouraged to work through the required readings and bring your questions and comments to the class. Discussion requires preparation, which includes reading the articles and thinking critically about them before attending class. This preliminary work will prepare you to speak about and ask questions about the readings. Participation from all members of the class is crucial if our discussions are to be both interesting and informative.

We will also take an active interest in learning about the programs of our community partner Roots to Harvest. To this end, we will be engaged with the staff and visitors to R2H. We will show interest in their community work and projects, and be helpful when needed. Please lend a hand when you are asked or needed. I expect the most courteous behaviours from our class, as we are guests in the Lab Kitchen. Thank you for showing respect to this amazing organization!

Participation marks are based on active involvement in all aspects of the course. Participation marks include attendance and active engagement in the seminar discussions and your learning.

Attendance counts for 10% of the final participation grade. The other 10% will be based on your engagement in the discussions and the laboratory kitchen. You must come to class prepared to participate, which includes asking questions, responding to your peers, demonstrating you have done the readings and are making connections between the readings and with other material and outside experiences. As well, you are to participate fully with the experiential component of our experience in class.

A seminar class only works when we are all participating!

WEEKLY SCHEDULE: COURSE READINGS & KITCHEN LAB ACTIVITIES

**Please note that Readings may change with notice of the Instructor*

Week 1 - Jan 10

Welcome & Introductions

Place: ATAC 2021

- Introductions
- Classroom Activity - Head, Heart, Hand, Home
- Review Syllabus

Week 2 - Jan 17

Exploring the Intersections of Food, Gender & Health

Place: Roots to Harvest Lab Kitchen

Readings:

- 1) Guptill, A. E., Copelton, D. A., and Lucal, B. (2015), Food and Identity: Fitting In and Standing Out, In *Food and Society: Principles & Paradoxes*, p. 16-39.
- 2) Brady, J. GIngras, J. and Power E. (2012). Still Hungry: A Feminist Perspective on Food, Foodwork, the Body and Food Studies, In Koc, M., Sumner, J. and Winson, A. (eds.), *Critical Perspectives in Food Studies* (122-135), Don Mills, Ontario: Oxford University Press.

Kitchen:

- Roots to Harvest Tour and Overview by Bailey Giroux
- Prepare salsa and guacamole with corn chips to eat for Readings Discussion

Week 3 - Jan 24

Gender & Food: Introducing Intersectionality Theory

Place: Roots to Harvest Lab Kitchen

Readings:

- 1) Parker, B., Brady, J., Power, E., & Beylea, S. (2019 forthcoming). Feminist Food Studies: An Introduction, in Parker, B. et. al., (eds.), *Feminist Food Studies: Intersectional Perspectives*, Women's Press, pp. 1-15.
- 2) Hillsburg, H. (2013). Towards a Methodology of Intersectionality: An Axiom-based approach, *Atlantis*, 36(1): 3-11.
- 3) Watch: [On Intersectionality in Feminism and Pizza](#) by Akilah Obviously

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Kitchen:

- Soup's On! Prepare and eat: Moroccan Chickpea and Stars Soup, recipe from *Fresh at Home: Everyday Vegetarian Cooking* by Ruth Tal Brown and Jennifer Houston
- **Recipe Presentations**

Week 4 - Jan 31

Mindfulness Eating Week: "Feed the Mind, Body, Soul; Reconnecting with Food"

Place: Faculty Lounge

This week you are required to attend:

1) Post-secondary Student Food Insecurity by Dr. Barbara Parker

Place: Faculty Lounge **1-2pm on Tuesday Jan 29**

***Lunch will be provided by Student Health & Counselling**

2) Mental Health & Mindfulness Eating by Saara Rizzo, Registered Dietician

Place: Faculty Lounge **2:30-4pm on Thursday Jan 31**

*If you have a schedule conflict, please send me an email to explain your situation. I will assign an alternative assignment.

Week 5 - Feb 7

Beyond Nourishment: Food as a Symbolic and Social Event

Place: Roots to Harvest Lab Kitchen

Readings:

1) Lupton, D. (1994). Food, Memory and Meaning: The symbolic and social nature of food events, *The Sociological Review*, 42(4): 664-685.

2) Watch: Netflix Show "Ugly and Delicious" with David Chan, Episode 3 "Homecooking"

Kitchen:

- Prepare vegetarian chili from Moosewood Cookbook
- **Recipe Presentations**

Week 6 - Feb 14

Constructing Femininity & Masculinity through Food Practices

Place: Roots to Harvest Lab Kitchen

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Readings:

- 1) Cairns, K. and Johnston, J. (2015). Thinking through food and femininity: A conceptual toolkit, *Food and Femininity*, (23-41), New York: Bloomsbury
- 2) Szabo, M. (2012). Foodwork or Foodplay? Men's Domestic Cooking, Privilege and Leisure, *Sociology* 47(4): 623-638.
- 3) Carrington, C. (2013) Feeding Lesbigan Families, In Counihan, C., and Van Esterik, P., (Eds), *Food and Culture: A Reader* 3rd Edition, (187-210), New York and London: Routledge.
- 4) Listen to podcast (13:52min): [The Feminist Fork: Does it really matter who pays for dinner?](#)

Kitchen:

- Make Pizza
- Recipe Presentations

Week 7 - Feb 21

Reading week - No Class

Enjoy your Reading Week!

Week 8 - Feb 28

Indigenous Food Sovereignty

Place: TBA

No Class on Thursday

You are required to attend a talk on Tuesday 2:30-4pm

Guest Speaker: Tabitha Martens, PhD Candidate from University of Manitoba

Reading:

- 1) Martins, Tabitha, Cidro Jamie, Hart, Michael Anthony & Stephanie McLachlan (2016). Understanding Indigenous Food Sovereignty through an Indigenous Food Research Paradigm, in *Journal of Indigenous Social Development*, 5(1), pp. 18-37.

*** Groups to have Selected 1 Recipe to budget / and make a grocery list for which should be emailed to the Instructor by Feb 28th**

Week 9 – March 7

Healthism, Nutritionism and The Health Risk Society

Place: Roots to Harvest Lab Kitchen

Readings:

- 1) Crawford, R. (2006). Health as Meaningful Social Practice, *Health*, 10(4), pp. 401-420.
- 2) Cairns, K. and Johnston, J. (2015), Choosing health: embodied neoliberalism, postfeminism and the “do-diet”, *Theory and Society*, 44: 153-175.
- 3) Listen to the BBC podcast, The Food Programme: [Pollan on Nutritionism](#)

Kitchen:

- Prepare and eat! Choco Chirpies: Chocolate Chip Cricket Cookies
- **Group Recipe Ingredient list and budget due**

Week 10 - March 14

Diet Culture: Constructing Femininity, Masculinity, Health and Bodies

Place: Roots to Harvest Lab Kitchen

Readings:

- 1) Contois, E. (2017). Lose like a Man: Gender and the Constraints of Self Making in Weight Watchers Online, *Gastronomica*, 17(1), pp. 33-43.
- 2) Gard, M. (2011). Truth, belief and the cultural politics of obesity scholarship and public health policy. *Critical Public Health*, 21 (1), 37-48.
- 3) Listen to podcast by Christy Harrison Food Psych (episode 121): [The Truth About Diet Culture with Emily Contois](#)

Kitchen:

- **Groups will prepare chosen recipe and serve to classmates**

Week 11 - March 21

Shaping Food Identities in the 21st Century

Place: Roots to Harvest Lab Kitchen

Readings:

- 1) Fox, N & Ward, J. K. (2008). You are what you eat? Vegetarianism, health & identity, *Social Science Science & Medicine*. 66:2585-2595.

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2) Thomas, A. M. (2016). Are vegans the same as vegetarians? The effect of diet on perceptions of masculinity, *Appetite*. 97:79-86.

Kitchen:

- Groups will prepare chosen recipe and serve to classmates

Week 12 - March 28

Social Justice: Gender, Food, Health, the Environment

Place: Roots to Harvest Lab Kitchen

*** Guest Speaker: Shannon Dodd-Smith, local beekeeper & activist**

Readings:

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

2) Seager, Joni (2003). Pepperoni or Broccoli? On the Cutting Wedge of Feminist Environmentalism, *Gender, Place and Culture* 10(2): 167-74.

3) Shiva, Vandana (2004). Planting the Seeds for Change: Women's Struggle Against Corporate Control of Biodiversity, University of California Television, (51 minutes).

Watch: <http://www.uctv.tv/shows/Vandana-Shiva-Planting-the-Seeds-for-Change-Womens-Struggle-Against-Corporate-Control-of-Biodiversity-8859>

Kitchen:

- Cooking with Honey

Week 13 - April 4

Wrap Up

Place: Roots to Harvest Lab Kitchen

Class Conversation and Evaluation

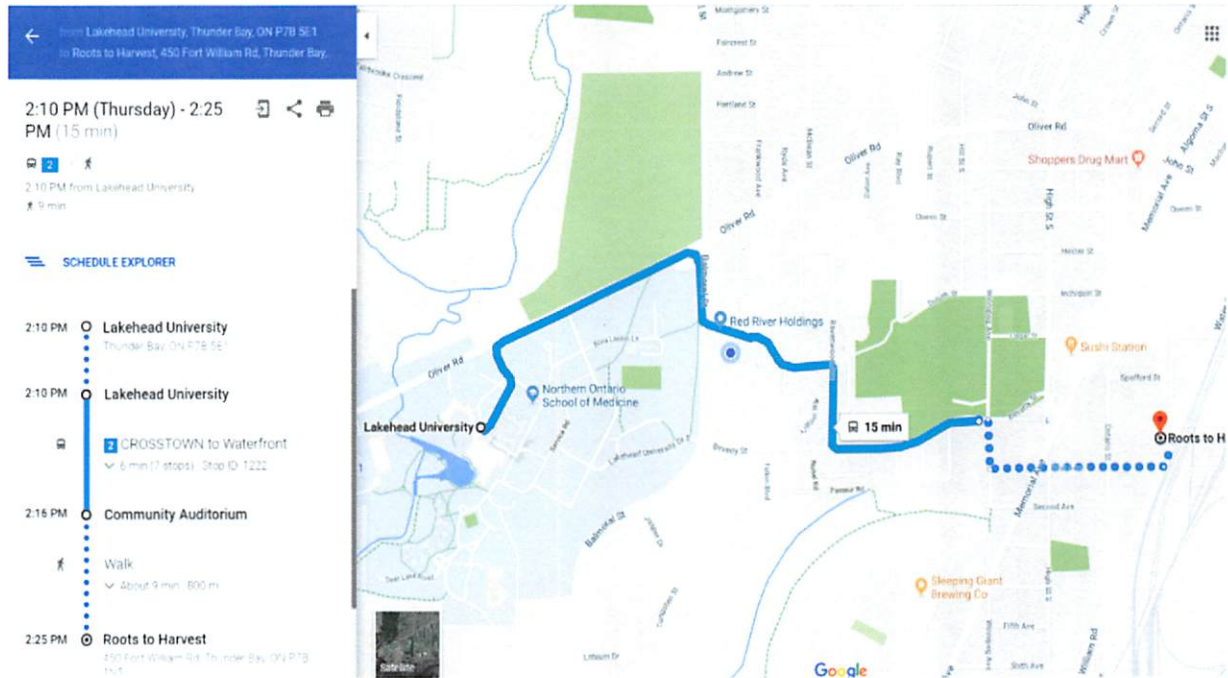
Kitchen:

- To be discussed

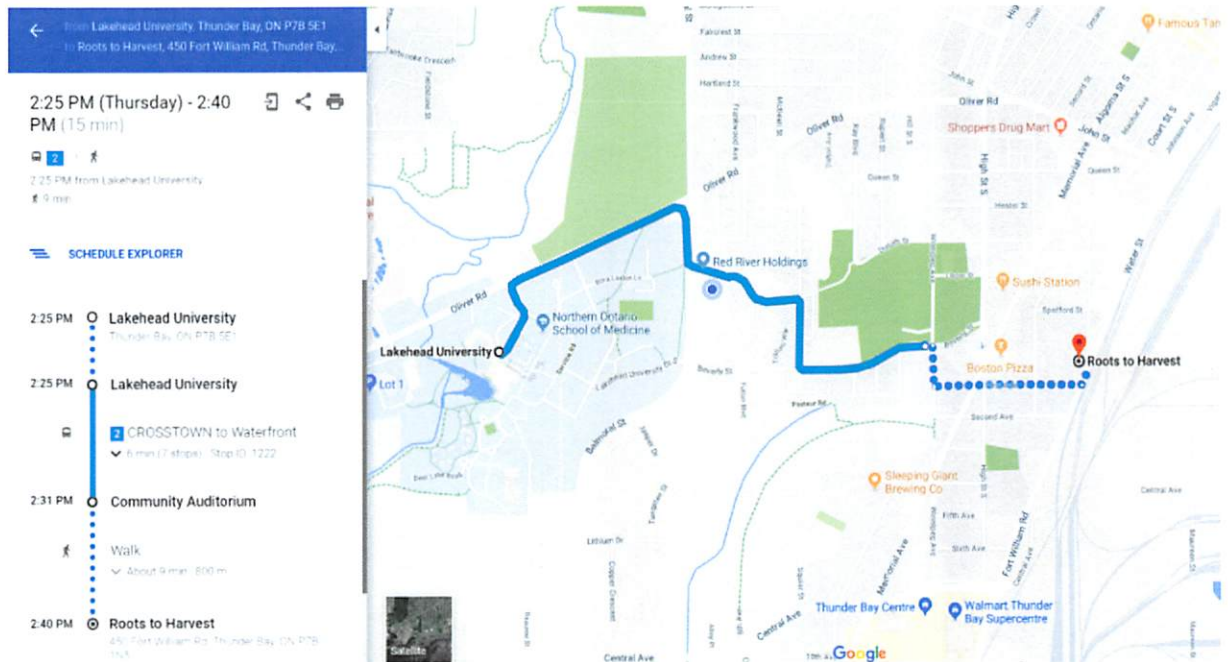
Thank you for your participation and engagement in our class!

Bus - to - Roots to Harvest

Option 1 (incudes 10min walk) <https://goo.gl/maps/ZgKrRANatdR2>



Option 2 (for students who can't make 2:10pm bus) <https://goo.gl/maps/p3a16jRRLRH2>



Option 3 (no walking) <https://goo.gl/maps/BVGcy5bDLPT2>

