

Department of Sociology
University of Toronto
SOC499H1S Sociology of Food: Canadian Foodways Winter 2016
Time: Monday 10 a.m.-12 a.m.
Location: SS2129

Instructor Information

Instructor: Alexandra Rodney

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Office Hours: Monday 9 a.m. to 10 a.m. Room 397, Sociology (725 Spadina Avenue) or by appointment

Teaching Assistant: N/A

Course description

Interest in the sociology of food has increased substantially of late. Food has meanings beyond being a mere commodity or necessity of life. This course is an examination of the relationship between food and society and will be grounded in research by produced based on Canadian data and written by Canadian scholars. We will analyze the topic of food in Canada by looking at micro-, meso- and macro-perspectives on structural, cultural and individual food practice that work together to shape food systems. Most importantly, because this is a sociology course, we will use work that reveals food consumption and production patterns that reflect unequal power relations that cause inequality in society. Topics that will be examined include food security, food governance, food colonization, ethical eating, healthy eating, embodiment, migration and race/class/gender. Significant attention will be given to how social location shapes food contexts and habits. Orienting questions for this course include: How do Canadians eat? How does our social location impact how we eat? Who controls or organizes how food is produced and consumed in our society? Are there alternative ways of thinking about how the food system could be organized? What kinds of inequality can we see by studying food consumption patterns? Who is primarily responsible for the labour involved in growing and preparing food? How does power intersect with the production and consumption of food?

The mode of delivery for this course will be a discussion-based seminar class (as opposed to a traditional lecture-style class). One or more students will lead each class with their presentations on assigned readings this will be followed by discussion about the articles designed to hone students' critical analysis skills. Discussion will include both the instructor or students providing additional clarity about theoretical empirical examples as well as presenting and debating opposing perspectives. In this way, knowledge will be collaboratively produced in our classroom; both the instructor and the learners will be co-constructing the insights

generated from the material. It is hoped that this course will challenge common sense or individualistic assumptions about why people eat the way they do.

Learning Objectives

In this course we will:

- Describe and discuss how the food system is organized (globally and nationally) and why it is significant;
- Learn about the history and contemporary state of eating patterns in Canada;
- Study how sociological theories are applied to explain the production and consumption of food in Canada;
- Identify mechanisms of inequality and discrimination in regards to food labour;
- Analyze the effects of globalization on migrant workers in Canada and new Canadians;
- Gain an understanding of intersectionality in regards to the consumption of food and the construction of food identity;
- Critique common sense assumptions regarding food and health;
- Learn about how social location impacts food habits;
- Develop a sociological lens regarding the relationship between food, class, gender, race and identity;
- Identify and reflect upon different sociological concepts, theories and methods as they apply to the study of food;
- Develop oral presentation skills and critical analytical skills (verbally and through writing).

Learning Outcomes

By the end of this course, students will be able to:

- Articulate a critical understanding of how food arrives on their plate;
- Interpret various theoretical, sociological and interdisciplinary approaches to the study of food;
- Review and interpret qualitative information on a host of food-related issues;
- Write a book review or research proposal on a food-related topic using a sociological lens;
- Communicate a summary of scholarly articles to the class (orally and in writing);
- Engage in group discussion on contemporary food issues in Canada;
- Identify inequality in the Canadian food systems and conceptualize alternatives;
- Apply core sociology concepts and frameworks to seemingly individual food issues in order to show how these are rooted in social organization.

Prerequisite

The prerequisite for this course is completion of a 300+ level Sociology course. Students without this prerequisite will be removed at any time discovered and without notice. Enrolment in Arts & Science courses is a registrarial matter and not within the control of instructors. It is handled electronically via ROSI through a system of priorities and wait Lists. Eligibility, checking of pre-requisites, required permissions, etc. are handled electronically and by staff in academic units. Instructors do not have control over this process.

Evaluation Components

- In-class participation 10%
- In-class presentation 15%
- Midterm test 20%
- Final test 20%
- Book review OR Research
Project Proposal OR Welfare
Food Budget Challenge 35%

Assessment

1. In-class presentation

Each student will be responsible for creating a short oral presentation and summary handout on one of the weekly chapters. This will be presented in-class. Sign-up for this will take place during the first week of class. Students will be assessed based on their summary of the assigned chapter and explication of its connection to sociological concepts. This assignment is worth 15% of the final grade and dates will vary for each student. See assignment instructions on Portal for full details and criteria.

2. Midterm and final test

Both the midterm and final tests will be written in the regular classroom. Both will involve short answer/short essay type questions. Answers will be assessed based on demonstration of understanding course material and applying course concepts/theories to empirical examples. Each test is worth 20% of the final grade. The midterm test will take place on February 22nd and the final test on April 4th.

3. Book review OR research project proposal

Students will select a final writing assignment of their choice – either a book review (book of the student's choice; approved by the instructor) or a research project proposal – consisting of

a minimum of 10 pages of written work. The due date for this project is flexible so that students can balance other term-end work. The final assignment (book preview or project proposal) is due between March 28th and April 11th. **April 11th at 5p.m.** is the last possible date to hand in your paper in order that it can be marked in time for the deadline to submit grades to the department. If assignments are handed in outside of class time, this needs to be done in the Sociology 400-level drop box in room 225 of the Sociology department (725 Spadina Ave.); please use the date/time machine before placing your assignment in the 400-level box. This assignment is worth 35% of the final grade. In addition to handing in a hard copy to the instructor (or the drop box), students must submit their assignments to Turnitin (see below). Assignments can be submitted to Turnitin any time after March 21 in order that students can review the originality report and revise/resubmit until the final due date. See assignment instructions on Portal for full criteria.

Acceptable books to use for the book review project (other books okay on approval by the course instructor but must include Canadian data):

- *Foodies: Democracy and Distinction in the Gourmet Foodscape* (2009) by Josée Johnston and Shyon Baumann
- *Food and Femininity* (2015) by Kate Cairns and Josée Johnston
- *The Industrial Diet: The Degradation of Food and the Struggle for Healthy Eating* (2013) by Anthony Winson
- *The Intimate Commodity: Food and the Development of the Agro-Industrial Complex in Canada* (1993) by Anthony Winson
- *Food Fears: From Industrial to Sustainable Food Systems* (2008) by Alison Blay-Palmer
- *Food Sovereignty in Canada: Creating Just and Sustainable Food Systems* (2012) by Annette Aurelie Desmarais

Project proposals must include the following sections: introduction, literature review and proposed methods.

See the ASSIGNMENTS folder in Portal for further information.

4. In-class participation

In order to encourage attendance, and also to practice thinking critically through writing, there will be a daily writing assignment. This will be graded on a pass/fail basis (if you are in class and complete the assignment, you will pass). If students are registered with accessibility services and prefer to use a computer for this exercise (emailed to the professor at the end of class), that is fine. This in-class participation is worth 10% of the final mark. These assignments will be

compiled by the instructor and handed back to the students at the end of the semester as a record of writing and learning.

Required Reading Material

- 1) Koc, Mustafa, Jennifer Sumner and Anthony Winson. 2013. *Critical Perspectives in Food Studies*. New York: Oxford University Press.

- 2) Beagan, Brenda, Gwen Chapman, Josée Johnston, Deborah McPhail, Elaine M. Power and Helen Vallianatos. *Acquired Tastes: Why Families Eat the Way They Do*. UBC Press: Vancouver. ISBN: 9780774828574

All texts have been ordered to the bookstore and will also be available to download for free in the library (see WEB links in the library catalogue). Permalinks to all other course readings are posted on in the class schedule of weekly readings below.

Late Submission Policy

Late assignments must be submitted in HARD COPY to the Sociology drop box. If you must submit late, please time/date stamp your assignment (using the machine in room 225) and place it in the 400-level box in room 225 of the Sociology department. Late assignments will incur a penalty of 5% per day (including weekend days). Due to the time-sensitive nature of submitting final grades for this course, assignments will not be accepted after 5 days following the due date. YOU MUST EMAIL ME TO INFORM THAT A PAPER HAS BEEN DROPPED LATE.

Missed Test Policy

A student who misses the **midterm or final tests** should email me within 48 hours to inform me of their absence. Students who have a valid medical, personal, family or other unavoidable reason for missing a test should provide documentation in a sealed envelope directly to myself at the next class following the test. Students with a valid reason for missing a test will be granted permission to write a makeup test. The format of the makeup test may not be the same as the original test. Four types of official medical documentation are acceptable:

- i) ***UofT Verification of Illness or Injury Form***: This form is available to students online (www.illnessverification.utoronto.ca) and is restricted to a select group of medical practitioners.
- ii) ***Student Health or Disability Related Certificate***: This is provided by U of T internal doctors
- iii) ***A College Registrar's Letter***
- iv) ***Accessibility Services Letter***

Academic Integrity and Plagiarism

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing property: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the Code of Behaviour on Academic Matters in the Calendar of the Faculty of Arts and Science (<http://www.artsci.utoronto.ca/osai/code>). This document outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to the following:

In papers and assignments:

1. Using someone else's ideas or words without appropriate acknowledgement (e.g., quotations, citations).
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.
5. Paraphrasing too close to the original source.

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed **Academic Integrity Checklist** with your essay. If you do not include the statement, your work will not be graded.

The University of Toronto treats cases of academic misconduct very seriously. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate

research and citation methods, you are expected to seek out additional information on academic integrity please speak to me or use other institutional resources (see www.utoronto.ca/academicintegrity/resourcesforstudents.html). Another campus resource is the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Turnitin

Turnitin is a tool that helps students avoid plagiarism. It will assist in detecting textual similarities between compared works. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to **Turnitin.com** for the detection of plagiarism. All submitted papers will be included as source documents in the **Turnitin.com** reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the **Turnitin.com** service are described on the **Turnitin.com** web site (<http://turnitin.com/>).

Students must create a Turnitin account to be able to upload their essay. Information on how to do this can be found here:

<http://www.teaching.utoronto.ca/teaching/academicintegrity/turnitin/guide-students.htm>

When you have successfully created a Turnitin account, you will need the following information to submit the assignment to SOC499 Canadian Foodways:

- Class ID: 11099652
- Enrollment Password: food

Students who do not want to submit to Turnitin must speak with the instructor in advance of the due date to arrange an alternate form of demonstrating academic honesty (e.g., handing in all draft copies of work; handing in annotated bibliography of all cited materials).

Requests to Re-mark Assignments and Term Tests

For term work, the process for appealing a mark follows these channels:

- A student who believes an individual item of work has been incorrectly or unfairly marked may ask the person who marked it for a re-evaluation (in writing or via email) and should justify the request for a re-mark by responding to comments on the work and/or the rubric.
- Students should make such requests as soon as reasonably possible after receiving the work back, but no later than 2 weeks after it was returned.
- If a TA originally marked the work, the remarking request should go first to the TA and any appeal of that should go to the course instructor.

- Such a request entails a remarking of the work. Hence, if a remarking is granted, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same. Continuing with the remark or the appeal means the student accepts this condition.

Appeals for re-reads of final examinations are handled directly by the Office of the Faculty Registrar.

Attendance

Attendance is mandatory in order to be able to excel on the participation component of the course as well as the midterm test and final exam, as fifty-percent of test questions will be based on in-class material. If you miss materials discussed in class, it is your responsibility to get this information from other students.

Creating a Safe Learning Environment

My role as instructor is to create a safe classroom environment open to the exchange of ideas and viewpoints. Our classroom will be a safe space for all individuals, regardless of culture, ethnicity, race, age, physical ability, gender, gender identity, and sexual orientation. I respect the varying viewpoints of each individual, and welcome the diversity of discussion this can create in keeping with the purposes of this course. I expect you to show similar respect to both me and your peers. Discrimination against marginalized groups will not be tolerated (e.g., racism, sexism, and homophobia). In the event that discriminatory language is used, we will consider this a teachable moment to assist each other with finding appropriate methods for expressing views and learn about the experience of marginalized people. If you feel in any way threatened by activities in the classroom, I encourage you to bring it up immediately, or to discuss it with me outside of the classroom. People who create an uncomfortable or openly hostile environment due to biased attitudes will be asked to leave the classroom.

Communication Policy

Email will be answered at least once every 24 hours. Please put the course number (SOC499) in the subject line so that I will attend to these emails quickly. Please reserve email communication for questions that are not on the syllabus, nor related to lecture or reading material. If you have lecture comments or questions, please bring these up during or immediately following class time. If you have questions about the readings, please address those during office hours.

Assignments must be submitted in hard copy to the instructor in class on the due date.

Assignments must also be submitted to turnitin.com prior to the due date. Assignments may NOT be submitted via email, fax or to the receptionist at the Department of Sociology.

Accessibility and Accommodation

Students with diverse learning styles and needs are welcome in this course. The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

For more information on services and resources available to instructors and students, please contact Tanya Lewis, Director, Academic Skills and Accessibility Services at 416-978-6786; tanya.lewis@utoronto.ca.

Library

University of Toronto Libraries provide access to a vast collection of online and print resources to faculty, staff, and students. Research help is available by phone, e-mail, chat, and in-person. For more information on services and resources available, visit the Library website: University of Toronto Libraries (St. George) library.utoronto.ca

Copyright in Instructional Settings

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

What Do Grades Mean?

U of T Grading Scale

Percentage	Letter Grade	Grade Point Value*	Grade Definition
90-100	A+	4.0	Excellent: Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
85-89	A	4.0	Excellent
80-84	A-	3.7	Excellent
77-79	B+	3.3	Good: Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.
73-76	B	3.0	Good
70-72	B-	2.7	Good
67-69	C+	2.3	Adequate: Student who is profiting from his/her university experience; understanding of the subject matter; ability to develop solutions to simple problems in the material.
63-66	C	2.0	Adequate
60-62	C-	1.7	Adequate
57-59	D+	1.3	Marginal: Some evidence of familiarity with subject matter and some evidence that critical and analytic skills have been developed.
53-56	D	1.0	Marginal
50-52	D-	0.7	Marginal
0-49	F	0.0	Inadequate: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; with limited or irrelevant use of literature.

Further exploration of what grades mean (by Adam Sanford, PhD, www.undergradeasier.com):

F = No work done, or work done to such a low standard that it wastes the professor's time to grade it. When students turn in F-level work (if they turn it in at all), it is obvious that they did not prepare, did not study, or simply did not care enough to do the work at the level expected in college.

D = Some work done, but not well enough to meet the standard set by the professor for basic completion of the work assigned. When students turn in D-level work, they have skimmed, skimped, or skipped over the important points and simply filled in a space or checked off a box. There is very little, if any, thought apparent in work at this level.

C = Average. This is the basic level that all professors expect of college students. When students turn in C-level work, they have answered all questions at the minimum level expected for competency in the course, but they have not pressed beyond that point. If all you're doing is completing homework to the bare minimum standard or writing papers by their page count, this is the grade you can probably expect.

B = Above average. This is the level of a student who goes the extra mile. Instead of just answering a question, this student makes a point of investigating the question and responding at a level above the baseline. This student's work shows a better level of comprehension of the material than is expected. This level of work may show a few errors, but the quality of the work exceeds the expectations of the course.

A = Superior. This is a level not easily achieved. This student goes beyond the extra mile and does their best to produce professional-quality work. This level of work has been combed over and checked to reduce and eliminate errors, it shows a high level of understanding and comprehension of the material, and the quality of the work is observably better than B-level work.

Class Schedule

Part 1 Macro Perspectives: Food Studies and Food Systems

1. January 11 Introduction

- Course introduction
- Knowledge inventory
- Syllabus and assignments
- Establish class rules
- Sign up for class presentations

2. Jan 18 Food Studies; Food Systems

- *Critical Perspectives in Food Studies*
Chapter 1 What is Food Studies? Characterizing an Emerging Academic Field through the Eyes of Canadian Scholars (Koc et al)
Chapter 2 Changing Food Systems from Top to Bottom: Political Economy and Social Movements Perspective (Friedmann)
- Cosgrove, Emma. 2015. The Rise of Food Studies Programs. *The Atlantic*.
<http://www.theatlantic.com/education/archive/2015/06/the-rise-of-food-studies-programs/394538/>

3. Jan 25 History; Colonization

- *Critical Perspectives in Food Studies*
Chapter 3 Canada's Food History through Cookbooks (Cooke)
Chapter 13 Nutritional Transition and the Public-Health Crisis: Aboriginal Perspectives on Food and Eating (Martin)
- Jinidasa, Sasanka. 2015. Here's Why We Need to Stop Calling Pumpkin Spice a 'White People' Thing. *Black Girl Dangerous*.
<http://www.blackgirldangerous.org/2015/09/heres-why-we-need-to-stop-calling-pumpkin-spice-a-white-people-thing/>

4. Feb 1 Food Security; Food Governance

- *Critical Perspectives in Food Studies*
Chapter 14 Food Security? Some Contradictions Associated with Corporate Donations to Canada's Food Banks (Suschnigg)
Chapter 17 Who Governs Global Food Prices? (Clapp)
- Power, Elaine. 2011. Commentary: It's Time to Close Canada's Food Banks. *The Globe and Mail*. July 25. <http://www.theglobeandmail.com/globe-debate/its-time-to-close-canadas-food-banks/article587889/>

5. Feb 8 Food Labour: Gender and Race/Ethnicity; SAWP

Who is making your food?

- *Critical Perspectives in Food Studies*
Chapter 8: Still Hungry: A Feminist Perspective on Food, Foodwork, the Body and Food Studies (Brady, Gingras and Power)
- McLaughlin, Janet. 2009. Migration and health : implications for development : a case study of Mexican and Jamaican migrants in Canada's Seasonal Agricultural Workers Program. Focal Policy Paper.
<http://www.focal.ca/pdf/Migrant%20Health%20McLaughlin%202009.pdf>
- Preibisch, Kerry and Evelyn Encalada. 2010. The other side of *el otro lado*: Mexican Migrant women and labour flexibility in Canadian agriculture." *Signs: Journal of Women in Culture and Society*. 35 (2): 289-316.
<http://www.jstor.org.myaccess.library.utoronto.ca/stable/pdfplus/10.1086/605483.pdf?acceptTC=true&jpdConfirm=true>

***Feb 15-19 Reading Week ***

6. Feb 22 MIDTERM TEST : In-class

Part 2: Micro/Meso Perspectives: Identity and Cultural Processes

In the second half of the course, we will look at how food practices play a part in constructing individual identities and address the cultural processes that mediate between food systems and individual everyday food habits.

7. Feb 29 Healthy Eating

Who defines what is "healthy" food and how do we know someone is eating healthfully?

- Acquired Tastes: Introduction, Chapter 1
- Greenhalgh, Susan. 2012. Weighty subjects: The biopolitics of the U.S. war on fat. *American Ethnologist* 39 (3): 471-487. (link on next page):

http://journals2.scholarsportal.info.myaccess.library.utoronto.ca/pdf/00940496/v39i0003/471_wstbotuwof.xml

8. March 7 Ethical Eating

What do ethics have to do with eating?

- Acquired Tastes: Chapter 2 Eating Ethically, Chapter 4 Vegetarian Eating
- Corman, Lauren. 2011. Getting their hands dirty: Racoons, freegans and urban 'trash.' *Journal for Critical Animal Studies*. IX (3): 28-61.

http://academicpublishingplatforms.com/downloads/pdfs/jcas/volume1/201112281013_JCAS_vol3_2011_2.pdf

9. March 14 Social Class; Cosmopolitan Eating

How does eating style change across social classes?

- Acquired Tastes: Chapter 6 Social Class Trajectories, Chapter 3 Cosmopolitan Eating
- Miller, Lisa. 2010. What Food Says About Class in America. *Newsweek*.

<http://www.newsweek.com/what-food-says-about-class-america-69951>

10. March 21 Embodiment; Body Image

What does it mean to say that tastes are embodied and what is the relationship between food and body image?

- Acquired Tastes: Chapter 5 Body Image, Chapter 9 Embodiment

11. March 28 Movement and Migration

How does movement to and across Canada impact eating styles?

- Acquired Tastes: Chapter 7 Movement within Canada, Chapter 8 Movement to Canada

12. April 4 FINAL TEST In-class

***Papers/book reviews due between March 28th and April 11th** (April 11th is the last possible day to drop your assignments in the drop box in Sociology room 225).