



SOC 302

The Global Politics of Food and Eating

S1 Day 2019

Dept of Sociology

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Disclaimer

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General Information

Unit convenor and teaching staff

Brigit Busicchia

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Credit points

3

Prerequisites

39cp at 100 level or above

Corequisites

Co-badged status

Unit description

In the twenty first century there is a newly emerging intensity to discussions around food and eating. From the rise of consumer and farmer movements organising around critiques of the industrialised systems of food production on the future ecological sustainability to the growing focus on food and cuisine in the media and other culture industries, the question of how and what we eat has become a key topic for public debate around new understandings of the self, the nation, the environment and the planet. In this course we will examine the sociological and political dimensions of food from both consumption and production perspectives. Topics will include: the benefits and perils of the modern food system and culinary modernism; food security and food scarcity; food in moral economies; the fast food industry and its critics; ethical eating practices; food and cultural heritage; food and migration; and food in the media and popular culture.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Understand how the everyday activities of cooking and eating are associated with or stem from broader cultural, political and economic dynamics.

Gain insight into the ways in which the analysis of food and eating offers an additional perspective to the broader sociological concerns such as: self and the family; multiculturalism and national identity; gender and class; contemporary social

movements; political economy of production; moral economies and consumption practices of everyday life.

Understand and critically analyse key debates around food security and ecological sustainability in the contemporary context from the perspective of both producers and consumers of food.

Apply and adapt sociological knowledge to real world issues.

Enhance the student communication and interpersonal skills through oral discussion and written work that focuses on articulating knowledge and transformation in a clear and concise fashion.

Develop problem-solving skills through this unit's focus on applying and adapting sociological knowledge to real world problems

Reinforce critical analysis and creative thinking skills through research assignments, class projects and paper presentation.

General Assessment Information

Turnitin: All assignments must be submitted through Turnitin by the due date. Failure to put your assignment through Turnitin will result in NO mark being awarded for that piece of work.

It is a requirement also that all students keep a copy of their own work .

Late Submission Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Attendance and Participation</u>	20%	No	Ongoing
<u>Short Writing Exercise</u>	10%	No	27/03/2019 (Week 5)
<u>Research Paper</u>	40%	No	08/05/2019 (Week 9)
<u>Take Home Final Exam</u>	30%	No	05/06/2019 (Week 13)

Attendance and Participation

Due: **Ongoing**

Weighting: **20%**

All **internal students** are expected to participate at **both lectures and tutorials**. Internal students are also expected to come prepared for discussion in tutorials by reading the required readings before hand.

SOC302 is structured around weekly key topics. Every lecture provides you with discussions and materials designed to help you think and reflect about the topic through a sociological lens.

Based on the lecture material and the readings, the tutorial is the space where you learn to broaden and fine-tune your analytical skills. Each week, you must:

- prepare for the tutorial discussion by completing the assigned reading,
- write a brief summary of the reading's key points and arguments, and
- formulate a discussion question.

By experience, we find that written preparation facilitates verbal contributions to class discussions. I will be looking for remarks and questions that engage thoughtfully with the readings and with the issues raised by them in relation to course themes.

Contributions from **external students** made on the discussion boards will be graded on both regularity, but more importantly **quality**. Questions for discussion based on the readings will be posted up onto the discussion boards each week. You are expected to have read the required readings and to respond to them. Participation for **external students** will be evaluated based on the following:

1. post your contributions and responses to the readings on the SOC302 iLearn website in the appropriate external student discussion forum.
2. post within a week after the lecture (Friday morning). These forums will be open for one week only. They will open on the Friday of each of the teaching weeks and close on the following Saturday.
3. your posts need to share and discuss with other external students the key idea and arguments of the weekly lectures/readings and articulate how these elements offer a sociological understanding to the weekly topic. If you cannot make sense of the concepts and ideas developed in the lectures or readings, don't hesitate to submit your questions to the group. Learning can also be a group experience.

On successful completion you will be able to:

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stem from broader cultural, political and economic dynamics.

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- Understand and critically analyse key debates around food security and ecological sustainability in the contemporary context from the perspective of both producers and consumers of food.
- Apply and adapt sociological knowledge to real world issues.
- Enhance the student communication and interpersonal skills through oral discussion and written work that focuses on articulating knowledge and transformation in a clear and concise fashion.
- Develop problem-solving skills through this unit's focus on applying and adapting sociological knowledge to real world problems
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Short Writing Exercise

Due: **27/03/2019 (Week 5)**

Weighting: **10%**

Madeleines: We are What We Ate *

Food is more than an amalgam of biochemical nutrients. What we eat has enormous significance as a medium for personal recollection and collective identity. In this exercise, you are asked to reflect on a food that is especially laden with emotional, autobiographical and symbolic importance to you – your equivalent of the tiny cake (Madeleine) that sparked French novelist Marcel Proust's seven-volume classic, *Remembrance of Things Past* (1913-1926).

Read the excerpt from Proust (posted on the iLearn site) then think hard about your own personal Madeleine. It may be anything – from a full meal to a packaged snack – as long as it is edible.

Try to taste it before writing. In **500-750 words (maximum)**, describe your Madeleine and the images, associations and memories it conjures up. These images do not have to be positive, by the way. Describe, also, how you encountered this memory – for example, by chance or by will. You can also try classifying your Madeleine:

- Is it positive, negative, or somewhere in between (bittersweet)?
- Is it a comfort food or a discomfort food? A medium for conflict or reunion?
- Is it homemade or commercial?
- Is it a demographic 'marker' of ethnicity, region, generation, gender, religion, or class?

- Does eating this food make you feel part of a group? Exclude you from other groups?

For further examples of the creative use of food memories:

Abu-Jaber, Diana (2005). *The Language of Baklava*. New York: Anchor Books

Avakian, Arlene Voski (ed). (1997). *Through the Kitchen Window. Women Writers Explore the Intimate Meanings of Food and Cooking*. Boston: Beacon Press

Sutton, David. (2001). *Remembrance of Repasts: An Anthropology of Food and Memory*. Oxford: Berg.

*(This exercise has been adapted from Warren Belasco's 2008. *Food: Key Concepts*. Berg. p. 26. It is used here as a kind of 'icebreaker' for discussion and as a window onto some themes in the course)

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Research Paper

Due: **08/05/2019 (Week 9)**

Weighting: **40%**

A list of essay questions will be distributed prior to the mid-semester break. The objective of this research paper (**2000 words**) is that you engage in depth with one of the questions.

Alternatively, you may develop your own topic subject to your tutor's approval. Just as your paper will engage with the course readings, we also expect your research to extend to further reading and scholarship outside from the course material. However, bear in mind that you **must** apply a sociological perspective when discussing your research.

As a general rule, this assignment will be assessed on the demonstration of knowledge (understanding the key ideas/concepts and their interrelationships), how well it is applied to the discussion (in other words, the ability to explain and engage with sociological analysis to critically reflect on the chosen topic), and how well the discussion is presented (clear writing expression).

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Take Home Final Exam

Due: **05/06/2019 (Week 13)**

Weighting: **30%**

This exam is designed to test your understanding of the key concepts presented in the readings of SOC302. You will **not be required** to do any further research to answer the questions. You will be required to **draw specifically from the course readings** to scaffold your answers. More information about the format and requirements of the exam will be provided in the weeks leading to Week 13.

On successful completion you will be able to:

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Delivery and Resources

Lecture will be held on Fridays 11am-1pm. The classroom is: **12SW 310 (formerly C5A).**

All lectures (not films) will be recorded on echo360 and made available on the iLearn site to assist with review of course material. This should not be considered a substitute for lecture attendance. Lecture slides will also be available on the iLearn site for review.

See timetable for tutorial times.

Internal Students: This course entails both lectures and tutorials. It is expected that you attend **BOTH** and we will keep a record of attendance in both lectures and tutorials. We will be inviting a number of guest lecturers into this course and therefore it is especially important that you all attend lectures regularly. The course has been set up and especially designed to allow you to have plenty of opportunities to ask questions in class and to have a really good dialogue with the lecturers and other class participants. It's a fun class!

Teaching staff do of course understand that under extenuating circumstances students may not be able to attend a lecture. In such cases special consideration may be pursued and staff will also undertake to accommodate a student's circumstances.

Films screened in class are an important part of this course and their content *may* be assessed in the final take home exam

External Students must respond each week to set questions in the external forum on the SOC 302 ilearn site. These responses will be graded on *quality* as well as *regularity*. The forums will be open **for one week only**. External students therefore must make their contributions to the discussion questions and the set readings **each** week.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Late Submission Penalty

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assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.”

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Understand how the everyday activities of cooking and eating are associated with or stem from broader cultural, political and economic dynamics.
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Assessment tasks

- Short Writing Exercise
- Research Paper
- Take Home Final Exam

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Understand how the everyday activities of cooking and eating are associated with or stem from broader cultural, political and economic dynamics.
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Assessment tasks

- Attendance and Participation
- Short Writing Exercise
- Research Paper

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Gain insight into the ways in which the analysis of food and eating offers an additional perspective to the broader sociological concerns such as: self and the family; multiculturalism and national identity; gender and class; contemporary social movements; political economy of production; moral economies and consumption practices of everyday life.
- Understand and critically analyse key debates around food security and ecological sustainability in the contemporary context from the perspective of both producers and consumers of food.

Assessment tasks

- Attendance and Participation
- Short Writing Exercise

- Research Paper

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Understand how the everyday activities of cooking and eating are associated with or stem from broader cultural, political and economic dynamics.
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Assessment tasks

- Attendance and Participation
- Research Paper
- Take Home Final Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Understand how the everyday activities of cooking and eating are associated with or stem from broader cultural, political and economic dynamics.
- Gain insight into the ways in which the analysis of food and eating offers an additional perspective to the broader sociological concerns such as: self and the family; multiculturalism and national identity; gender and class; contemporary social movements; political economy of production; moral economies and consumption practices of everyday life.
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Assessment tasks

- Attendance and Participation
- Short Writing Exercise
- Research Paper
- Take Home Final Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and

they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Understand how the everyday activities of cooking and eating are associated with or stem from broader cultural, political and economic dynamics.
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Assessment tasks

- Research Paper
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Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Understand how the everyday activities of cooking and eating are associated with or

stem from broader cultural, political and economic dynamics.

- Gain insight into the ways in which the analysis of food and eating offers an additional perspective to the broader sociological concerns such as: self and the family; multiculturalism and national identity; gender and class; contemporary social movements; political economy of production; moral economies and consumption practices of everyday life.
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Assessment tasks

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- Short Writing Exercise
- Research Paper
- Take Home Final Exam

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

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Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Understand how the everyday activities of cooking and eating are associated with or stem from broader cultural, political and economic dynamics.
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Assessment task

- Research Paper

Changes since First Published

Date	Description
07/03/2019	Minor changes to reflect recent review from L&T.