SOCA3350: The Sociology of Food
Course Outline
Semester 1, 2006

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Course Overview

Year & Semester Semester 1 – 2006
Unit Weighting 10
Teaching Lecture and Tutorial
Methods
Brief Course Description

SOCA3350 provides students with a sociological understanding of the social context of food and nutrition. Students examine the production, distribution and consumption of food to understand 'why we eat the way we do'. Topics include: the causes of world hunger; the rise in popularity of vegetarianism; the environmental consequences of food production and consumption practices; debates over the genetic modification of food; the links between gender and food; the influence of social class and culture on food habits.

Please note that students who have successfully completed SOCA2320 are not eligible to do this course.

Contact Hours 1 lecture hour and 1 tutorial hour per week for the semester
SOCA3350
Textbook &
Learning
Materials

Food and Nutrition: The Social Appetite, Second

Students are strongly recommended to purchase the
textbook. It is available from the United Campus
Bookshop (Callaghan campus) and the Co-op
Bookshop (Newcastle city). Please note you will need
to obtain the Second Edition of this textbook. The text
is also available from the Short Loan section of the Auchmuty library,
along with many course specific references to help with your
assessment items.

Course
Objectives

On successful completion of this course students will be able to:
1. Demonstrate an understanding of theories, research methods and
debates in food sociology
2. Be familiar with the process of critical appraisal of relevant
literature
3. Critically analyse and discuss a refereed journal article in written
and oral form relevant to food sociology
4. Construct an evidence table on a specific topic relevant to food
sociology
5. Communicate understanding of theories and debates in food
sociology in essay form.

Course Content

- Overview of sociological approaches to food and nutrition.
- The ethics and politics of food production and consumption, in
terms of world hunger, the environment, and vegetarianism.
- The links between food, gender and the body, especially the social
construction of obesity and thinness.
- Critiques of the social consequences of genetically modified food.
- Food policy and issues of food regulation.
- The role of class and culture in food consumption.

Assessment
Items

1. Major Essay (40%): 2000 words | Due: Friday 10am, May 26
The essay serves to develop students’ research, writing and critical
analysis skills in which they will need to demonstrate their ability to
critically engage with the essay question, synthesize and analyse a
range of academic material, and construct a logical and theoretically
informed argument. The essay addresses course objectives 1, 2, and
5.

2. Tutorial Presentation & Paper (20%): Equivalent to 1000 words
This task includes a 10 minute oral presentation and written paper that
aims to critically appraise a nominated refereed journal article. The
presentation aims to introduce empirical, theoretical and
methodological issues relevant to food sociology to facilitate class
discussion. Presentations are scheduled throughout the semester. A
written version of the Tutorial Presentation in report format will be
submitted the day of the presentation. The report will include a one
page summary of the presentation and a one page evidence table of
the relevant wider literature. This assessment task addresses course
objectives 2, 3, and 4.
3. In-class Multiple-choice Test No. 1 (20%) | Week 7 Lecture time
This test will be of one hour duration and will cover the first six weeks of the course. It will take place in the lecture time in week 7. The test is designed to consolidate student learning by encouraging the early and continuous revision of material covered in lectures, readings and tutorials. The test addresses course objective 1.

4. In-class Multiple-choice Test No. 2 (20%) | Week 14 Lecture time
This test will be of one hour duration and will cover material presented in weeks 8 to 13. It will take place in the lecture time in week 14. The test addresses course objective 1.

Assumed Knowledge
SOCA1010 or SOCA1020 or SOCA1200 or equivalent.

Career Relevance
The course is open to all students as an elective and is particularly relevant to students undertaking degrees in Arts, Social Science, Social Work, Social Welfare, Leisure and Tourism, Nutrition & Dietetics, Consumer Studies, Environmental Studies, Human Geography, and Health Sciences.

Callaghan Campus Timetable

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Wednesday</th>
<th>10 - 11 am</th>
<th>SRLT1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial or</td>
<td>Wednesday</td>
<td>11 – 12</td>
<td>W238</td>
</tr>
<tr>
<td>Tutorial or</td>
<td>Wednesday</td>
<td>1 – 2 pm</td>
<td>GP3-16</td>
</tr>
<tr>
<td>Tutorial</td>
<td>Wednesday</td>
<td>2 – 3 pm</td>
<td>GP3-18</td>
</tr>
</tbody>
</table>

Please note: Tutorial information is subject to change, but was correct as at February 1, 2006

Online Tutorial Registration: Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:
- Registrations close at the end of week 2 of semester.

Plagiarism and Turnitin

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:
- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs. Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty. For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link:
- www.newcastle.edu.au/policy/academic/general/academic_integrity_policy_new.html

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may:
Reproduce this assessment item and provide a copy to another member of the University; and/or
Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
Submit the assessment item to other forms of plagiarism checking.

Written Assessment Items

Students are required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised. Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment:
or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;
must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form. Please go to the Policy and the online form for further information, particularly for information on the options available to you, at:


Submission of Special Consideration/Extension of Time Applications: Students can obtain and submit forms via the Student HUBS.

Changing your Enrolment

The last date to withdraw without financial or academic penalty (called the HECS Census Dates) for Semester 1 courses is: 31 March 2006.

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office.

To change your enrolment online, please refer to:

http://www.newcastle.edu.au/study/enrolment/change-enrol.html
University Contact Details

Faculty Student Service Office:
- The Faculty of Education and Arts
- Room: GP1-22 (General Purpose Building)
- Phone: 0249 215 314

Dean of Students:
- Dr Jennifer Archer
- Phone: 492 15806 | Fax: 492 17151 | resolutionprecinct@newcastle.edu.au

University Student Support Unit:
Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Website for Rules Governing Undergraduate Academic Awards

Students with a Disability or Chronic Illness

The University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator. Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Studentmail and Blackboard: www.blackboard.newcasle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis. All lectures are delivered in PowerPoint and placed on the Blackboard website prior to the lecture each week. The website also contains links to staff contact details, the course guide, helpful web links, study tips, and assessment reminders.
**Written Assignment Presentation and Submission Details**

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**
- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University coversheet:** All assignments must be submitted with the University coversheet: [www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf](http://www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf)
- **Assignments are to be deposited in the relevant discipline assignment box:**
  - Callaghan students: School of Humanities and Social Science Office, Level 1, McMullin Building, MC127
- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the due date (eg other commitments or distance from campus) is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.
- **Keep a copy of all assignments:** All assignments are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

**Online copy submission to Turnitin via course Blackboard website**

In addition to hard copy submission, students are required to submit an electronic version of the following assignment to Turnitin via the course Blackboard website:
- **Major essay**

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Penalties for Late Assignments**

Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.

**No Assignment Re-submission**

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.
Remarks

Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:  

Return of Assignments

Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

Preferred Referencing Style

Wherever you use information from another author’s work, either a direct quotation or paraphrased information (rewritten in your own words) you must correctly reference the source of the information in a consistent format.

In this course, it is recommended that you use the use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. For example: (Citizen 2003: 10). At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors).

Further information on referencing and general study skills can be obtained from:  
§ Infoskills:  
§ Essay & Referencing Guidelines are available on the Blackboard website

Student Representatives

We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.
Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:


Useful Books and Journals for Assessment Items

McIntosh, Wm. A. 1996, Sociologies of Food and Nutrition, Plenum, New York.
Mennell, S. 1996 All Manners of Food, 2nd edn, University of Illinios Press, Chicago.

Sociology dictionaries, short introductions and study skills:

Relevant journals:
Agriculture and Human Values
Appetite
Assessment Items, Due Dates and Grading System

Expectations of students
Tutorial preparation consists of completing the prescribed textbook reading and any associated discussion questions and tutorial exercises. As you read, it is advisable to make well-organised notes; they will improve your understanding and help you to complete your assessment items as well as make it easier to revise for tests. It is also advisable to bring your Course Guide and Textbook to the tutorial each week. A pass grade is achieved when the combined marks for all assessment items total 50% or more, meaning that you may be able to fail an assessment item and still pass the course. The grading guide and assessment items are described below.

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<tr>
<td>50% to 64%</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<tr>
<td>65% to 74%</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<tr>
<td>75% to 84%</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<tr>
<td>85% upwards</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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</table>
Journal articles are the primary source of new theories and research findings. This assessment task encourages you to critically evaluate a journal article of sociological relevance. You will be allotted a week to present an article review for a designated journal article – downloadable from the course Blackboard website.

**Essential Guidelines for the Tutorial Presentation and Paper**

You are to summarise and analyse a journal article in the form of a tutorial presentation and paper. The main objectives of the assessment task are to:
- Facilitate class discussion through critical analysis of relevant literature
- Provide an avenue to develop presentation skills.

**For help with doing presentations, see the online reading 'Presenting with style' in the ‘Tutorial Papers’ section of the Blackboard website.**

In conducting your review:

1. **Download your designated journal article for your assigned week and the evidence table template from the ‘Tutorial Papers’ section of Blackboard.**
2. **Introduction:** Start your presentation by briefly introducing the article to be reviewed and the structure of the presentation.
3. **Briefly summarise the article:** Provide an overview of the content, highlighting (where relevant) the research question, argument and methods used by the author.
4. **Evaluate the strengths and weaknesses of the article:** Consider whether the evidence and argument are persuasive by comparing it to the wider sociological literature (using a minimum of three refereed journal articles that should appear in your evidence table). Also consider:
   - **Key concepts, theories and methodology:** Explain and consider the benefits/limitations of any key concepts and theories used in the article, and the data collection method used if the article reports empirical results.
   - **Other interpretations:** Could alternative conclusions be drawn? Could the author have approached the topic from another perspective? Are some issues neglected? What assumptions does the author make? What do other authors in the field say?
5. **Tutorial paper:**
   - **One page summary:** Using a report format (dot points and subheadings are allowed), prepare a written summary of the key points of your presentation.
   - **One page evidence table:** Provide a minimum of three relevant journal references with full bibliographical details in the format of an evidence table (downloadable from the course Blackboard website – see Appendix 2 for an example). An evidence table is a common way of presenting and comparing brief summaries of the relevant literature. Recommended databases for finding other relevant journal articles include: Sociological Abstracts, Expanded Academic ASAP, Current Contents, Social Science Journals, AUSTROM, Blackwell Synergy. **DO NOT** choose editorials, book chapters, newspapers or current affairs magazines.
Essential Essay Instructions, Guidelines and Expectations

The essay is a method of communicating your knowledge and understanding about a topic within a given timeframe and word limit. Essay writing helps to develop skills of critical analysis and communication by providing a method of collecting your ‘thinking’ about a topic in a logical, credible and persuasive way. For the essay you are expected to:

6. Use of a minimum of TEN academic sources, at least FOUR of which should be from refereed journal articles (all must be referenced in your essay). The minimum of TEN academic sources exclude articles from newspapers and current affairs magazines, and generic information from websites (online refereed journal articles and online reports by governments and non-government agencies are acceptable).

6. Read widely to critically review the field of sociological literature on a topic
6. Analyse a topic, develop a logical argument and use supporting evidence from your reading. Do not just give descriptive information, but also discuss explanations/theories in the literature
6. In the introduction, briefly define key terms and introduce your argument/stance (i.e., your approach to answering the question and what your essay will cover)
6. In the body of your essay, consider relevant historical, cultural, structural and critical factors
6. In the conclusion, summarise the evidence and argument to answer the question.
6. Follow the Essay and Referencing Guidelines on the Blackboard website. Ensure your essay is referenced correctly using the Harvard in-text citation system and avoid plagiarism
6. Direct quotes should NOT exceed 10% of your total word count
6. Short quotations (less than 30 words) in the body of the text are placed inside single quotation marks; long quotations (30 words or more) are indented, but should be kept to minimum

6. Do not use dot points in your essay
6. Students may study collaboratively, but are warned not to copy each other’s work as this may result in a failure for that assessment item
6. Relevant information for assignments can be found in the textbook, the lecture references in this Course Guide, and from the references in the Short Loan section of the Auchmuty library. However, you are encouraged to find your own sources as well.

Essay topics - Choose ONE of the following:

1. Discuss the role health professionals have played in contributing to the reinforcement and/or dismantling of the thin ideal and obesity stigmatisation.

2. Class differences in food consumption are diminishing as a result of individualisation and cosmopolitanism. Discuss.

3. Sustainable agriculture does not make social and economic sense. Discuss.

4. Eating disorders are an outcome of a patriarchal society. Discuss.

5. Using the functional foods and health claims agenda as an example, examine the interests of the major stakeholders in determining food policy. In this instance, has food policy been able to reconcile corporate and public health interests?
Lecture & Tutorial Guide

Week 1: Food Sociology: Studying the Social Appetite
The first lecture provides a general overview of food sociology, introduces the Sociological Imagination Template, and highlights the key features of SOCA3350, which focuses on contemporary social trends in the production, distribution and consumption of food.

Lecture references:

Tutorial reading:
β No tutorials in Week 1.
β In preparation for next week, obtain a copy of the Text, and read Chapter 1

Week 2: Key Dimensions of the Social Appetite
In this lecture we begin our journey to understand the major social patterns underlying food production, distribution and consumption.

Lecture references:

Tutorial reading:
β Textbook Chapter 1.

Tutorial questions:
β Chapter discussion questions
β Allocation of tutorial presentation times & advice on giving effective presentations

Week 3: World Hunger in an Era of Plenty
This week we begin our examination of the social appetite by focussing on the common myths that surround world hunger.

Lecture references:

Tutorial reading:
β Textbook Chapter 2.

Tutorial questions: Chapter discussion questions
β Journal search techniques and instructions on doing an evidence table

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Week 4: Food, the Environment, and Risk Society

This lecture explores the environmental implications of food production and consumption for both developed and developing countries.

Video: The Slow Food Revolution

Lecture references:

Tutorial reading:
β Textbook Chapter 3.

Tutorial questions:
β Chapter discussion questions
β Tutorial Presentations Begin

Week 5: Globalisation, McDonaldisation & Agribusiness: The Case of GM Food

Globalisation processes have long been influential in the food industry. This lecture examines recent developments in global agri-business through an examination of the controversy over the genetic modification of food.

Lecture references:

Tutorial reading:
β Textbook Chapter 4.

Tutorial questions:
β Chapter discussion questions
**Week 6: Food Policy**

**Test Revision**

Food production and consumption is a central public health concern. This lecture examines the structural interests that have shaped current food and nutrition policy.

**Lecture references**


**Tutorial reading:**

- Textbook Chapter 7.

**Tutorial questions:**

- Chapter discussion questions

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**Week 7: In-class Multiple-Choice Test**

- The test will be held during the lecture time. Please be sure to arrive on time.
- There is no textbook tutorial reading this week.
- **Tutorials will focus on a discussion of the essay topics.**

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**Week 8: The Medicalisation of Food**

Food manufacturers claim that developments in biotechnology allow them to produce ‘functional foods’ which have health promoting and disease preventing attributes. This lecture examines the issues posed by promoting ‘food as drugs’.

**Lecture references:**


**Tutorial reading:**

- Textbook Chapter 6.

**Tutorial questions:**

- Chapter discussion questions
Week 9: Vegetarianism and Meat Eating
Why is meat eating such a popular form of food consumption and why do some people choose not to eat meat? In fact, the number of vegetarians is increasing, particularly among women. This lecture examines the reasons behind the high status of meat and the ethical debates between meat consumption and vegetarianism.

Lecture references:

Tutorial reading:
β Textbook Chapter 12.

Tutorial questions:
β Chapter discussion questions

Week 10: Gender, Food & Body Image
There are ‘gendered’ patterns of food consumption, where women tend to eat differently from men. This is particularly the case with dieting practices, where far more women diet in pursuit of a ‘thin ideal’, even when within the medically defined ‘healthy weight range’. The lecture examines why gender differences in eating exist, the role body image plays for both women and men, and the extent to which the link between gender, food and body image may be changing.

Lecture references:

Tutorial reading:
β Textbook Chapter 15.

Tutorial questions:
β Chapter discussion questions.
Week 11: Social Construction of Eating Disorders

The conventional study of eating disorders has tended to rely on biomedical and psychological approaches. This lecture addresses the sociological contribution by discussing feminist and social constructionist insights on eating disorders.

Video: The Famine Within

Lecture references:

Tutorial reading:
β Textbook Chapter 16.

Tutorial questions:
β Chapter discussion questions.

Week 12: Social Determinants of Obesity

The lecture outlines the social trends that have underpinned rising obesity rates. It also addresses obesity stigmatisation and the social implications of being obese in a thin preoccupied world, particularly given that one of the most common prejudices held by people is 'fativism', that is, discrimination based on a person's weight.

Lecture references:
Campos, P. 2004, The Obesity Myth: Why our Obsession with Weight is Hazardous to our Health, Viking, Camberwell.
Tutorial reading:
- Textbook Chapter 17.

Tutorial questions:
- Chapter discussion questions.

Reminder - Essay due: Friday, 10am - May 26

Week 13: Food, Class, and the Rise of Cosmopolitanism

Test Revision

This lecture discusses the contention that the ‘poor eat poor diets’ and are therefore by implication to be blamed for any diet-related health problems. Drawing on the work of Bourdieu, the notion of class differences in food consumption is shown to be a controversial issue. We conclude with a discussion of the rise of food cosmopolitanism, whereby globalisation processes and lifestyle politics reflect the hybridisation of cultures, tastes and cuisines and thus the decline of class based food habits.

Lecture references:

Tutorial reading:
- Textbook Chapter 11.

Tutorial questions:
- Chapter discussion questions

Week 14: In-class Multiple-Choice Test

- The test will be held during the lecture time. Please ensure you are on time
- No tutorials are held in the final week.
Appendix 1: Tutorial Presentation Feedback Guide

The following guide will be used for providing feedback on presentations

<table>
<thead>
<tr>
<th>Tutorial Presentation (5%)</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td><strong>Structure</strong></td>
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<td></td>
</tr>
<tr>
<td>❂ Introduction, logical flow, conclusion</td>
<td>0&lt;--------------------------------------&gt; 1 mark</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>❂ Appropriate length</td>
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<tr>
<td><strong>Relevance of content</strong></td>
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<tr>
<td>❂ Appropriate summary of material</td>
<td>0&lt;--------------------------------------&gt; 1 mark</td>
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<tr>
<td>❂ Demonstrated clear understanding of article</td>
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<tr>
<td><strong>Interpretation &amp; analysis of article</strong></td>
<td>0&lt;--------------------------------------&gt; 1 mark</td>
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<tr>
<td>❂ Sociological insights: concepts, theories, research</td>
<td></td>
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<tr>
<td>❂ Alternative issues/conclusions/perspectives?</td>
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<tr>
<td><strong>Overall presentation</strong></td>
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<tr>
<td>❂ Clarity and coherence of oral presentation</td>
<td>0&lt;-----------------------------1----------------------&gt; 2 marks</td>
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<table>
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<tr>
<th>Tutorial Paper (15%)</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td><strong>Structure</strong></td>
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</tr>
<tr>
<td>❂ Introduction, logical flow, conclusion</td>
<td>0&lt;--------------------------------------&gt; 1 mark</td>
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<tr>
<td>❂ Appropriate length</td>
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<tr>
<td><strong>Relevance of content</strong></td>
<td>0&lt;--------------------------------------&gt; 3----------------------&gt; 5 marks</td>
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<tr>
<td>❂ Appropriate summary of material</td>
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<tr>
<td>❂ Demonstrated clear understanding of article</td>
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<tr>
<td><strong>Interpretation &amp; analysis of article</strong></td>
<td>0&lt;--------------------------------------&gt; 3 marks</td>
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<tr>
<td>❂ Sociological insights: concepts, theories, research</td>
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<tr>
<td>❂ Alternative issues/conclusions/perspectives?</td>
<td></td>
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<tr>
<td><strong>Overall presentation</strong></td>
<td>0&lt;-----------------------------1----------------------&gt; 2 marks</td>
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<tr>
<td>❂ Clarity of writing and expression (spelling &amp; grammar)</td>
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<tr>
<td>❂ Correct referencing</td>
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<tr>
<td><strong>Evidence table</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>❂ Relevance of material</td>
<td>0&lt;-----------------------------2----------------------&gt; 4 marks</td>
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<tr>
<td>❂ Appropriate summary of material</td>
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<td></td>
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<tr>
<td>❂ Minimum of 3 refereed articles</td>
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General comments

Total: Presentation: / 5 + Paper: / 15 = / 20
<table>
<thead>
<tr>
<th>Evidence Table: Instructions and Sample</th>
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<tbody>
<tr>
<td><strong>Evidence Table</strong> [Downloadable template available from the Blackboard website]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Design and Search questions</th>
<th>Findings</th>
<th>Argument, Key concepts, Theories</th>
<th>Strengths and Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the nature of the study (methods, sample) or if it’s a literature review</td>
<td>Summarise key findings</td>
<td>Describe how the findings were interpreted: key concepts, theories, author’s argument</td>
<td>Note any study benefits and limitations, plus any criticisms you have</td>
</tr>
</tbody>
</table>

Qualitative interviews with 6 women (aged 23-39) undergoing counselling on why they ceased dieting

<table>
<thead>
<tr>
<th>Design and Search questions</th>
<th>Findings</th>
<th>Argument, Key concepts, Theories</th>
<th>Strengths and Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little theoretical analysis beyond suggesting methods for women to develop self-esteem and critical awareness of media influence</td>
<td>Found that women were able to stop dieting and reject the ‘ideal body’ through ‘self-acceptance’ and critical awareness of negative influence on body image of the media</td>
<td>Little theoretical analysis beyond suggesting methods for women to develop self-esteem and critical awareness of media influence</td>
<td>One of the few studies on how women may develop body satisfaction. Small study with select group of women. Ignores other potential factors that may influence body image</td>
</tr>
</tbody>
</table>

Course Outline Issued and Correct as at: Week 1 Semester 1 2006
CTS Download Date: 1 February 2006
Appendix 3: Essay Feedback Guide

The following guide will be used for providing feedback on essays

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Unacceptable</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td><strong>Structure</strong></td>
<td></td>
<td>0&lt;---------------------------1-----------------------------&gt; 2 marks</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>§ Introduction, logical flow, conclusion</td>
<td></td>
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</tr>
<tr>
<td>§ Establishment and development of argument</td>
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<tr>
<td><strong>Terms defined</strong></td>
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<td></td>
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<tr>
<td>§ Definition of key terms</td>
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<tr>
<td><strong>Relevance of content</strong></td>
<td></td>
<td>0&lt;--------------------------3--------------------------5-----------------------------8---------&gt; 10 marks</td>
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<tr>
<td>§ Understanding of essay topic</td>
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<tr>
<td>§ Use of sociological concepts/research/theories</td>
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<tr>
<td>§ Quality of supporting evidence</td>
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<tr>
<td>(Detail and appropriate academic sources used)</td>
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<tr>
<td><strong>Critical analysis and original thought</strong></td>
<td></td>
<td>0&lt;--------------------------3--------------------------5-----------------------------8---------&gt; 10 marks</td>
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<tr>
<td>§ Recognition of opposing points of view</td>
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<tr>
<td>§ Critical evaluation of evidence and theories</td>
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<tr>
<td>§ Original thought</td>
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<tr>
<td><strong>Overall presentation</strong></td>
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<td>0&lt;--------------------------2--------------------------&gt; 4 marks</td>
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<td>§ Clarity of expression, spelling and grammar</td>
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<tr>
<td>§ Paragraph and sentence structure</td>
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<tr>
<td><strong>Correct/ consistent in-text referencing</strong></td>
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<td>0&lt;--------------------------3--------------------------&gt; 5 marks</td>
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<tr>
<td>§ Appropriate use of Harvard or APA system</td>
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<tr>
<td><strong>Correct and consistent reference list</strong></td>
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<td>0&lt;--------------------------3--------------------------&gt; 5 marks</td>
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<td>§ All in-text references appear in reference list</td>
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<td>§ Minimum of 10 academic sources of which 4 must be refereed journal articles</td>
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<td><strong>Appropriate length</strong></td>
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<td>0&lt;--------------------------1--------------------------&gt; 2 marks</td>
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<tr>
<td>§ Within 10% of the word limit</td>
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**General comments**

Mark/ Grade:    / 40    Marker:

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic, Reading &amp; Assessment at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>February 20</td>
<td>Food Sociology: Studying the Social Appetite</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Enrol in a tutorial ASAP - No tutorials in Week 1</strong></td>
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<tr>
<td>2</td>
<td>February 27</td>
<td>Key Dimensions of the Social Appetite – Chapter 1</td>
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<tr>
<td></td>
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<td><strong>Establish presentation schedule in tutorials</strong></td>
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<tr>
<td>3</td>
<td>March 6</td>
<td>World Hunger in an Era of Plenty – Chapter 2</td>
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<tr>
<td>4</td>
<td>March 13</td>
<td>Food, the Environment and Risk Society – Chapter 3</td>
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<td><strong>Tutorial presentations begin</strong></td>
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<td>5</td>
<td>March 20</td>
<td>Globalisation, McDonaldisation and Agribusiness:</td>
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<td>The Case of GM Food – Chapter 4</td>
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<td>6</td>
<td>March 27</td>
<td>Food Policy – Chapter 7</td>
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<td><strong>Test revision</strong></td>
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<tr>
<td>7</td>
<td>April 3</td>
<td>In-class Multiple-Choice Test held during lecture time</td>
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<td><strong>Essay topics will be discussed in tutorials</strong></td>
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<tr>
<td>8</td>
<td>April 10</td>
<td>The Medicalisation of Food: Functional Foods &amp; Health Claims</td>
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<td>Note: Good Friday Holiday</td>
<td>– Chapter 6</td>
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<td><strong>Mid-Semester Recess: Friday 14 April - Friday 28 April</strong></td>
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<td>9</td>
<td>May 1</td>
<td>Vegetarianism and Meat Eating – Chapter 12</td>
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<td>10</td>
<td>May 8</td>
<td>Gender, Food and Body Image – Chapter 15</td>
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<td>11</td>
<td>May 15</td>
<td>Social Construction of Eating Disorders – Chapter 16</td>
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<td>May 22</td>
<td>Social Determinants of Obesity – Chapter 17</td>
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<td><strong>Essay due: Friday, 10am - May 26</strong></td>
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<td>May 29</td>
<td>Food, Class and the Rise of Cosmopolitanism – Chapter 11</td>
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<td>June 5</td>
<td>In-class Multiple-Choice Test held during lecture time</td>
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<td><strong>Queen’s Birthday Public Holiday: Monday 12 June</strong></td>
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<td><strong>Examination period: Tuesday 13 June - Friday 30 June</strong></td>
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