SOCA3350: The Sociology of Food
Course Outline
Semester 1, 2009

Course Co-ordinator: Associate Professor John Germov
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Consultation hours: By appointment

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Course Overview

Year/Semester
Semester 1 – 2009

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. Tutorials commence in week 2.
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 (50%): 2000 words
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 essay format will be submitted the day of the presentation. The 700 word paper will include a summary of the presentation and a two 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 (15%) | 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 (15%) | Week 13 Lecture time
This test will be of one hour duration and will cover material presented in weeks 8 to 12. It will take place in the lecture time in week 13. The test addresses course objective 1.

Assumed Knowledge
40 units of study at 1000 level.

Career Relevance
The course is open to all students as an elective and is particularly relevant to students in Arts, Social Science, Social Work, Social Welfare, 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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial or</td>
<td>Wednesday</td>
<td>11 – 12 noon</td>
<td>W238</td>
<td>Nutrition &amp; Dietetics Students Only</td>
</tr>
<tr>
<td>Tutorial or</td>
<td>Wednesday</td>
<td>1 – 2 pm</td>
<td>GP3-16</td>
<td>Nutrition &amp; Dietetics Students Only</td>
</tr>
<tr>
<td>Tutorial or</td>
<td>Wednesday</td>
<td>2 – 3 pm</td>
<td>GP3-18</td>
<td>Nutrition &amp; Dietetics Students Only</td>
</tr>
<tr>
<td>Tutorial</td>
<td>Thursday</td>
<td>12 – 1 pm</td>
<td>W243</td>
<td>Nutrition &amp; Dietetics Students Only</td>
</tr>
</tbody>
</table>

Please note: Timetable information is subject to change, but was correct as at February 18, 2008

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.

Important University Information

Academic Integrity
Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a. falsification of data
b. using a substitute person to undertake, in full or part, an examination or other assessment item
c. reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission)
d. making contact or colluding with another person, contrary to instructions, during an examination or other assessment item
e. bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
f. making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item
g. contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.
Plagiarism is the presentation of the thoughts or works of another as one’s own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

   a. copying or paraphrasing material from any source without due acknowledgment
   b. using another person’s ideas without due acknowledgment
   c. collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During 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 text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
  □ Submit the assessment item to other forms of plagiarism checking.

Re-marks & Moderations
Students can access the University’s policy at www.newcastle.edu.au/policylibrary/000769.html

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End of CTS Entry
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Further Information on University Processes & Policies

Further important information on course-related processes and policies can be found at:
All students are encouraged to familiarise themselves with this information.

Student support: 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:
  □ http://www.newcastle.edu.au/students/current/

Studentmail and Blackboard: http://blackboard.newcastle.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. Please check you 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 outline, helpful web links, study tips, optional reading, 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 typed 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 Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)

• **Assignments are to be submitted at any Student Hub.**

• **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be addressed to the **Shortland Union Hub (Callaghan).** Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt.

• **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.

• **Keep a copy of all assignments:** 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 electronic and hard copy formats.

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**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 drafts 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.

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**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.**

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**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 to make a consultation time to receive individual feedback on their assignments.

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**Return of Assignments**

Students can collect assignments from the **Shortland Student Hub (for Callaghan students)** and the **Ourimbah Hub (for Central Coast students)** during office hours. Students will be informed of the earliest date that assignments will be available for collection. Students must present their student ID card to collect their assignment.

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**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:

- [Essay & Referencing Guidelines](#) are available on the Blackboard website

### Student Representatives

Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School of Humanities and Social Science website.

### Student Communication

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

### Useful Books and Journals for Assessment Items


McIntosh, Wm. A. 1996 *Sociologies of Food and Nutrition*, Plenum, New York.


**Relevant journals:**

- *Agriculture and Human Values*
- *Appetite*
- *Australian & New Zealand Journal of Public Health*
- *Body & Society*
- *British Food Journal*
- *Food & Foodways*
- *Gastronomica*
- *Health Promotion Journal of Australia*
- *Health Sociology Review*
- *International Journal of Health Services*
- *International Journal of the Sociology of Agriculture and Food*
- *Food, Culture and Society*
- *Journal of Sociology*
- *Public Health*
- *Public Health Nutrition*
- *Rural Sociology*
- *Sociologia Rurals*
- *Social Science & Medicine*
- *Sociology of Health & Illness*
- *The Sociological Review*

**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 Outline 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.
## Grading Guide

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</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>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</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>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</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>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</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>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</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>
</tr>
</tbody>
</table>

## Exam Help

For help with preparing and completing exams and in-class tests, try the online module at:

Tutorial Presentation and Paper

Tutorial Presentation: 10 minutes  Weighting: 5%
Individual Tutorial Paper: 700 words (excluding Evidence Table) | Weighting: 15%
Submission details: One hardcopy submitted in class on day of presentation
Assessment criteria: Appendix 1

Note: There can be no rescheduling of presentations or extensions on papers outside of the usual University processes. A written paper must be submitted at the start of the presentation, otherwise a zero mark for the paper will result.

This 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. Depending on class numbers, you may be placed in a group for the presentation, and if this is the case, each group member must submit an individual paper that is their own work.

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 in a one-paragraph statement that covers what the article is about (noting the research question, argument and methods used by the author where relevant).
3. DO NOT summarise the article, instead evaluate strengths and weaknesses:
   - How persuasive is it?
   - What does it add to the textbook content?
   - What evidence, key concepts, theories and methods are used? 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.
   - Could alternative conclusions be drawn? Could the topic be addressed from another perspective? Are issues neglected? What assumptions does the author make? What do other authors in the field say?
4. A maximum of TWO overheads can be used. There is no PowerPoint available.

For your written paper:

5. Tutorial paper (700 words, excluding the Evidence Table and references): Use an essay format with appropriate referencing to prepare a written summary of your presentation.
6. You are expected to consult the wider literature to effectively evaluate your article. Your written paper can include more detail and expand on the issues raised in your presentation.
7. Evidence Table (2 pages maximum)—see Appendix 2 (template downloadable from the Blackboard website): Provide three relevant journal references with full bibliographical details in the format of an Evidence Table. An Evidence Table is a common way of presenting and comparing brief summaries of the relevant literature. Recommended databases for finding relevant journal articles are listed on the Blackboard website.
Essay

Weighting: 50% | Due Date: Friday 10am, May 22 | Length: 2000 words (excluding references)
Submission details: One online copy to Turnitin via Blackboard AND
One hard copy to the Student Hub both by the due date
Assessment criteria: see Appendix 3

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:

- Use 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).
- Read widely to critically review the field of sociological literature on a topic
- Analyse a topic, develop a logical argument and use supporting evidence from your reading. Do not just give descriptive information, but discuss explanations/theories.
- 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)
- In the body of your essay, consider historical, cultural, structural and critical factors
- In the conclusion, summarise the evidence and argument to answer the question.
- 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
- Direct quotes should NOT exceed 10% of your total word count
- Short quotations (less than 30 words) are placed inside single quotation marks; long quotations (30+ words) are indented, but should be kept to minimum
- Do not use dot points in your essay
- 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
- 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. Is genetically modified food really ‘franken-food’ as some critics suggest?
2. Public health nutrition policy has an over-reliance on dietary guidelines. Discuss with reference to alternative approaches governments could use to improve public health nutrition.
3. Functional foods are illusory ‘magic bullets’ and health claims are little more than marketing tools that lead to the medicalisation of the food supply and create consumer confusion. Discuss.
4. Describe and discuss the medicalisation of obesity.
5. Some authors argue that there is a parallel between Victorian attitudes to sex and modern attitudes to food, such that ‘food rules have become as dour and inhibitory as the sex rules of the 19th century’ (Seid 1994, p. 8). Discuss the implications of this quote with reference to gender and food.
**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:** No tutorials in Week 1.
- Obtain a copy of the Text and read Chapter 1

**Week 2: 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:** Textbook Chapter 2.

**Tutorial questions:** Chapter discussion questions
- Allocation of tutorial presentation times & advice on giving effective presentations
- Journal search techniques and instructions on doing an evidence table

**Week 3: 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.

**Tutorial reading:** Textbook Chapter 3.

**Tutorial questions:** Chapter discussion questions

**Tutorial Presentations Begin**

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Week 4: Globalisation & 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:
- Textbook Chapter 4.

Tutorial questions:
- Chapter discussion questions

Week 5: Food Policy: Corporate Interests & Public Health

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 6.

Tutorial questions:
- Chapter discussion questions
Week 6: The Medicalisation of Food
Test Revision

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 7.

Tutorial questions:
- Chapter discussion questions

Mid-Semester & Easter Recess:
Friday 10 April – Friday 17 April

Week 7: In-class Multiple-Choice Test No. 1

- 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 and class presentations.
Week 8: 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 ‘fatsim’, that is, discrimination based on a person’s weight.

Lecture references

Tutorial reading:
- Textbook Chapter 17.

Tutorial questions:
- Chapter discussion questions.

Week 9: 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:**
- Textbook Chapter 15.

**Tutorial questions:**
- Chapter discussion questions.

**Week 10: 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.

**Lecture references**


**Tutorial reading:**
- Textbook Chapter 16.

**Tutorial questions:**
- Chapter discussion questions.

**Week 11: 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:**
- Textbook Chapter 13.

**Tutorial questions:** Chapter discussion questions.
Week 12: 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 12.

Tutorial questions:  
- Chapter discussion questions

Week 13: In-class Multiple-Choice Test No. 2

- 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

## Tutorial Presentation (5%) Unacceptable Acceptable Good Excellent

<table>
<thead>
<tr>
<th>Structure</th>
<th>0&lt;-----------------------------&gt; 1 mark</th>
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<tbody>
<tr>
<td>- Introduction, logical flow, conclusion</td>
<td></td>
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<tr>
<td>- Appropriate length (10 minutes)</td>
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</table>

<table>
<thead>
<tr>
<th>Interpretation &amp; analysis of article</th>
<th>0&lt;-------------------------------1---------------------&gt; 2 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrated clear understanding of article</td>
<td></td>
</tr>
<tr>
<td>- Recognition of opposing points of view</td>
<td></td>
</tr>
<tr>
<td>- Sociological insights: concepts, theories, research</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Overall presentation</th>
<th>0&lt;-----------------------------1---------------------&gt; 2 marks</th>
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</thead>
<tbody>
<tr>
<td>- Clarity and coherence of oral presentation</td>
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## Tutorial Paper (15%) Unacceptable Acceptable Good Excellent

<table>
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<tr>
<th>Structure</th>
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<tbody>
<tr>
<td>- Introduction, logical flow, conclusion</td>
<td></td>
</tr>
<tr>
<td>- Appropriate length</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Relevance of content</th>
<th>0&lt;-----------------------------3---------------------&gt; 5 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Appropriate summary of material</td>
<td></td>
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<tr>
<td>- Demonstrated clear understanding of article</td>
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</table>

<table>
<thead>
<tr>
<th>Interpretation &amp; analysis of article</th>
<th>0&lt;--------------------------------&gt; 3 marks</th>
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</thead>
<tbody>
<tr>
<td>- Use of relevant concepts, theories, research</td>
<td></td>
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<tr>
<td>- Recognition of opposing points of view</td>
<td></td>
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<tr>
<td>- Critical evaluation of evidence and theories</td>
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</table>

<table>
<thead>
<tr>
<th>Overall presentation</th>
<th>0&lt;-----------------------------1---------------------&gt; 2 marks</th>
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<tbody>
<tr>
<td>- Clarity of writing and expression (spelling, grammar and punctuation)</td>
<td></td>
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<tr>
<td>- Correct and consistent referencing</td>
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<table>
<thead>
<tr>
<th>Evidence table</th>
<th>0&lt;-----------------------------2---------------------&gt; 4 marks</th>
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<tbody>
<tr>
<td>- Relevance of material</td>
<td></td>
</tr>
<tr>
<td>- Appropriate summary of material</td>
<td></td>
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<tr>
<td>- Minimum of 3 refereed articles</td>
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</tbody>
</table>

## General comments

## Total: Presentation: /5 + Paper: /15 = /20
<table>
<thead>
<tr>
<th>Reference</th>
<th>Country</th>
<th>Study Design and Research questions</th>
<th>Findings</th>
<th>Argument, Key concepts, Theories</th>
<th>Strengths and Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blood, K. 1996, 'The dieting dilemma: factors influencing women's decision to give up dieting', <em>Women &amp; Therapy</em> 18, 109-118</td>
<td>NZ</td>
<td>Qualitative interviews with 6 women (aged 23-39) undergoing counselling on why they ceased dieting</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>Descriptive study, with 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 number of participants with select group. Ignores other potential factors that may influence body image</td>
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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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</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
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<tr>
<td>• Introduction, logical flow, conclusion</td>
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<tr>
<td>• Establishment and development of argument</td>
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<tr>
<td><strong>Terms defined</strong></td>
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<tr>
<td>• Definition of key terms</td>
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<tr>
<td><strong>Relevance of content</strong></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>• Breadth of reading</td>
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<tr>
<td>• Quality of supporting evidence (level of detail provided and appropriate academic sources used)</td>
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<tr>
<td><strong>Critical analysis and original thought</strong></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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<td><strong>Overall presentation</strong></td>
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<tr>
<td>• Clarity of expression, spelling and grammar</td>
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<tr>
<td>• Paragraph/sentence structure and punctuation</td>
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<tr>
<td><strong>Correct/consistent in-text referencing</strong></td>
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<tr>
<td>• Appropriate use of Harvard or APA system</td>
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<td><strong>Correct and consistent reference list</strong></td>
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<tr>
<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>• Within 10% of the word limit</td>
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**General comments**

**Mark/Grade:** /50  
**Marker:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic, Reading &amp; Assessment at a Glance</th>
</tr>
</thead>
</table>
| 1    | March 2       | Food Sociology: Studying the Social Appetite – Chapter 1  
Enrol in a tutorial ASAP – No tutorials in Week 1 |
| 2    | March 9       | World Hunger in an Era of Plenty – Chapter 2  
Establish presentation schedule in tutorials |
| 3    | March 16      | Food, the Environment & Risk Society – Chapter 3  
Tutorial presentations begin |
| 4    | March 23      | Globalisation & Agribusiness: The Case of GM Food – Chapter 4 |
| 5    | March 30      | Food Policy: Corporate Interests and Public Health – Chapter 6 |
| 6    | April 6       | The Medicalisation of Food – Chapter 7  
Test revision |

Easter Recess: Friday April 10 – Friday April 17

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic, Reading &amp; Assessment at a Glance</th>
</tr>
</thead>
</table>
| 7    | April 20      | In-class Multiple-Choice Test No. 1: Held during lecture time  
Essay topics will be discussed in tutorials |
| 8    | April 27      | Social Determinants of Obesity – Chapter 17 |
| 9    | May 4         | Gender, Food & Body Image – Chapter 15 |
| 10   | May 11        | Social Construction of Eating Disorders – Chapter 16 |
| 11   | May 18        | Vegetarianism & Meat Eating – Chapter 13  
Essay due: Friday, 10am – May 22 |
| 12   | May 25        | Food, Class & the Rise of Cosmopolitanism – Chapter 12  
Test revision |
| 13   | June 1        | In-class Multiple-Choice Test No. 2: Held during lecture time  
No tutorials this week |

Queen’s Birthday Public Holiday: Monday June 8