

**Lakehead University**  
**Department of Sociology**  
**Sociology 2112 FA**  
**Food, Culture & Globalization**  
**September – December 2014**

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**Instructor: Barbara Parker**  
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**Office: RB 2043**  
**Office Hours: Tuesday's 1-2pm or by appointment**

**Class Times: Mon & Wed 2:30-4pm**  
**Room: RB 1047**

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### **COURSE DESCRIPTION**

**Welcome to SOC 2112 Food, Culture & Globalization.** In this course, we will examine the sociological concept of globalization through the lens of food and culture. We will explore the widely used terms 'globalized and globalization', as these refer to a set of changes that have occurred and continue to occur in how we experience our everyday lives. The globalized food system provides us with excellent examples and multiple case studies to begin to understand the intersecting social, cultural, historic and economic processes of globalization in our everyday social landscape. We will pay particular attention to the social inequalities (gender, ethnicity –race- and social class) that are reproduced through the dominant food regimes of the globalized food system. We will explore alternative food systems as these new social movements provide local yet globalized responses to inequitable food systems and examine the growing movement towards food sovereignty.

### **LEARNING OBJECTIVES**

- Define the sociological concepts of globalization and food systems;
- Demonstrate understanding of the key debates in Critical Food Sociology including Food Sovereignty;
- Demonstrate knowledge of gender, race, and social class inequalities as these are reproduced in the globalized food system;
- Develop a critical understanding of alternative food systems as a response to globalization;
- Develop university-level research, analytical and writing skills.

**REQUIRED TEXTBOOK** - \* Available in the Bookstore: [bookstore.lakeheadu.ca](http://bookstore.lakeheadu.ca)

*Critical Perspectives in Food Studies* (2012), Edited by Mustafa Koc, Jennifer Sumner & Anthony Winson

*Tangled Routes: Women, Work, and Globalization on the Tomato Trail* (2008), by Deborah Barndt

## HOW THE COURSE IS ORGANIZED

This course is offered twice a week on Monday and Wednesday afternoon from 2:30-4pm, and requires a total of 3 hours class time per week. As course material will scaffold each week, it is *highly* recommended you attend each lecture and do not miss class. You are required to independently complete the weekly readings **prior** to the first weekly lecture and be prepared to discuss what you have read. I will lecture and lead a class discussion on Monday and then on Wednesday, we will have presentations and small group discussions.

Presentations will begin in Week 3 and take place during the Wednesday class. You are required to sign up for a presentation date in Week 2.

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

**Please note:** I will only respond to emails sent from a Lakehead university email account and it is imperative that you put SOC 2111 in the email Subject Heading otherwise it may be missed. Please recognize that I will do my best to reply to your emails within 24 hours.

**LEARNING ACCOMODATIONS:** If you have a learning accommodation or special need regarding the format or the due dates for the assignments, you must inform me. The appropriate form can be obtained from the Student Accessibility Services:  
<https://www.lakeheadu.ca/current-students/student-services/accessibility/node/14081>

## PLAGIARISM & ACADEMIC MISCONDUCT

From the Course Calendar,

<http://navigator.lakeheadu.ca/~Catalog/ViewCatalog.aspx?htmlink=true&pageid=viewcatalog&catalogid=19&topicgroupid=9352>

Plagiarism shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given.
3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.

The following rules shall govern the treatment of candidates who have been found guilty of

attempting to obtain academic credit dishonestly.

(a) The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.

(b) A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

## **COURSE EVALUATION**

Participation.....	20%
Presentation.....	20% (sign up Week 2)
Mid-term Exam.....	20% (Due: Oct 15)
Final Research Paper.....	40% (Due: Nov 27)

### **\* Late Penalty**

Students are reminded that late papers will be penalized 5% per day, including weekends and holidays, unless PRIOR approval for an extension has been obtained. All written work will be evaluated based on organization, presentation, grammar and clarity as well as content. For your own protection, keep a hard copy of all work submitted for this course.

## **EVALUATION INFORMATION**

All assignments and tests will be discussed in class and you will have the opportunity to ask questions about expectations.

### **1. Participation – 20%**

To do well in this course, you are required to be in every class! In addition to the lectures, the course has been set up as a discussions-based class. We will discuss the assigned weekly readings and materials covered in the lectures through classroom discussion and small group work. Some weeks, I will assign weekly reading questions, which can spark discussion if you are unsure of how to know “what to say”. Your participation mark will reflect your engagement and willingness to talk about the course materials. This will include your participation in the discussions facilitated by your peers following the weekly group presentations.

**Please note:** If you are unable to participate in the weekly discussions, then I ask you to see me in my office hours at the beginning of Term (Week 1) to arrange an alternative assessment method.

## **2. Presentation – 20%**

In this assignment, you are required to critically and creatively respond to a concept or contemporary issue (I will provide a list of possibilities) relating to the course material through a class presentation. Each presentation should provide an overview of the issue or debate and a critical discussion of it in the context of course materials and assigned readings.

At the conclusion of your presentation, you are expected to present a critical question or two stemming from your presentation to the class. This question(s) should work to stimulate a class discussion with your peers about the contents of your presentation and the issue or debate at hand. Each student is required to hand in a written 1-2 page summary of the presentation.

## **3. Mid-term Exam - 20%**

The mid-term exam will be take home exam. The exam will be handed out in Week 5 (Monday, October 6) and due back the following week (Wednesday, October 15). The exam will cover all Readings, lectures and course material covered Week 1 through Week 5. Further details will be provided to you in class.

## **4. Final Paper- 40%**

Your final paper is a research paper. You are welcome to further develop the topic you chose for your Presentation OR select a new topic from the course material that interests you that you would like to explore. You are required to use a minimum of 4 external references in addition to course materials in your paper. Your paper will be between 6-8 pages, double-spaced using 12 font. Also, remember that you must reference in ASA Style (American Sociological Association). You can find the ASA Guide on the D2L site that accompanies our course.

The purpose of this assignment is to engage with scholarly work in Sociology and Critical Food Studies and develop your research skills and academic writing.

I recommend you consult with the Instructor about your chosen topic, prior undertaking your library research, developing your outline and beginning your paper. This consultation should take place in my office hours as opposed to before or after class.

Your written work will be graded on analytical and factual content, as well as the quality of your written expression (clarity, argument, syntax, etc.). Clear, concise, well-organized prose is an essential skill to do well on this essay assignment.

Please also visit the Writing Centre, located in the Library, if you would like to consult a writing coach or receive free writing assistance.

**READINGS BY WEEK** \* Please note that all readings are in the textbook unless otherwise noted

### **Week 1 – Sept 9 and 11**

#### **Introduction to Food, Culture & Globalization**

- Why study food and culture?
- How can we use analyses of food and culture as a lens to understand globalization?
- Define Globalization and Food Systems / Discuss in Canadian Context

#### **Read: Chapter 2 in *Critical Perspectives in Food Studies***

Changing Food Systems from Top to Bottom: Political Economy and Social Movements Perspectives, by Harriet Friedmann (p. 16-32).

### **Week 2 – Sept 16 and 18**

#### **Evolving Food Systems & the Historical Context of Agriculture**

- Introduce Global Commodity Chain Analysis
- How did NAFTA (1994) change our food systems?
- Impact of domestication of plants and animals
- Agriculture capital

**Film:** Banana Split

#### **Read: pages 8 – 21 of Chapter 1 in *Tangled Routes: Women, Work, and Globalization on the Tomato Trail***

Across Space and Through Time: Tomatl Meets the Corporate Tomato

**Read from D2L:** Barndt, Deborah (2002). Fruits of Injustice: Women in the Post NAFTA Food System, *Canadian Women's Studies*, 21, (4): 82-88.

#### **Read: Chapter 6 in *Critical Perspectives in Food Studies***

Two Great Food Revolutions: The Domestication of Nature and the Transgression of Nature's Limits, by Robert Albritton (p. 89-103).

**\*\* SIGN UP for Presentations**

### **Week 3 – Sept 23 and 25**

#### **The Changing Meanings of Food: The Role of Culture**

- Explore the role of culture in everyday food choice
- Explore consumer culture, consumerism and food choices

#### **Read: Chapter 3 in *Tangled Routes: Women, Work, and Globalization on the Tomato Trail***

Serving the McCustomer: Fast Food is Not About Food by Ester Reiter, (p. 81-98)

#### **Read: Chapter 4 in *Critical Perspectives in Food Studies***

You are what you Eat: Enjoying (and Transforming) Food Culture by Josee Johnston and Sarah Cappeliez, (p. 49-64).

#### **Presentations Begin**

### **Week 4 – Sept 30 and Oct 2**

#### **Inequity and the Food System: Food Security for whom?**

- Define Food Security and Food Insecurity
- Food choice, inequality & the effects of globalization
- Introduce concept of Food Sovereignty

**Read from D2L:** Rock, M., McIntyre, L., & K. Rondeau. (2009), Discomforting comfort foods: stirring the pot on Kraft Dinner<sup>®</sup> and social inequality in Canada, *Agriculture and Human Values*, 26(3): 167-176.

#### **Read: Chapter 14 in *Critical Perspectives in Food Studies***

Food Security? Some Contradictions Associated with Corporate Donations to Canada's Food Banks, by Carole Suschnigg (p. 223-242)

#### **Presentations**

### **Week 5 – Oct 7 and 9 - Mid-Term Take Home Exam Handed Out**

#### **Globalization and Challenges in the Food System: Nutrition Transitions**

- Food in Northern Communities in Ontario and Canada
- Define Nutrition Transition in relation to Aboriginal Communities
- Discuss the 'French Paradox'

#### **Read: Chapter 13 in *Critical Perspectives in Food Studies***

Nutrition Transition and the Public-Health Crisis: Aboriginal Perspectives on Food and Eating, by Debbie Martin (p. 208-222)

**Guest Speaker, Joseph LeBlanc (Tentatively Scheduled)**

## **Presentations**

### **Week 6 – Oct 14 and 16**

#### **Globalization and Challenges in the Food System: Farm Systems**

- What has changed with farming and food production?
- Decline of family farming and shift to Corporate controlled farms

**Film:** Food Inc.

**Read: Chapter 10 in *Critical Perspectives in Food Studies***

Crisis in the Food System: The Farm Crisis, by Nettie Wiebe (p. 155-170)

## **Presentations**

**\*\* Mid-term Exam Due!**

### **Week 7 – Oct 21 and 23**

#### **Globalization and Challenges in the Food System: Farming & North South Relations**

- North-South relations in Farming
- Politics of Intersectionality (Social Location) – Gender, Ethnicity (race) and social class

**Read Excerpts from: Chapter 5 and Chapter 6 in *Tangled Routes: Women, Work, and Globalization on the Tomato Trail***

Ch. 5: On the Move for Food: Truckers and transnational migrants, (p. 186-204).

Ch. 6: Picking and Packing for the North: Agriculture Workers at Empaque Santa Rosa, (p. 204-260)

## **Presentations**

## **Week 8 – Oct 28 and 30**

### **Globalization and Challenges in the Food System: Fisheries**

- Examine Fisheries in a global context
- Look at the relationship between food security, sustainability and social justice in the Fishery

#### **Read: Chapter 11 in *Critical Perspectives in Food Studies***

The Crisis in the Fishery: Canada in the Global Context, by Aparna Sundar (p. 171-185).

#### **Presentations**

**\*\* Discuss Final Paper Expectations**

**\*\*\* Review American Sociological Association (ASA) Referencing Style**

## **Week 9 – Nov 4 and 6**

### **Globalization and Challenges in the Food System: The Contemporary Food Environment and Health**

- What is healthy eating?
- Examine school environments and supermarkets
- Define “Pseudo-foods”
- What drives unhealthy eating?

#### **Read: Chapter 9 in *Critical Perspectives in Food Studies***

Constructing Healthy Eating / Constructing Self by Brenda Beagan and Gwen Chapman, (p. 136-151).

#### **Read: Chapter 12 in *Critical Perspectives in Food Studies***

Spatial Colonization of Food Environments by Pseudo-food Companies by Anthony Winson, (p. 186-207).

#### **Presentations**



## **Week 10 – Nov 11 and 13**

### **Resisting Globalization: Understanding Food Policy in the Global and Local Contexts**

- How does policy determine food systems
- Critical challenges to current food policy

#### **Read: Chapter 18 in *Critical Perspectives in Food Studies***

Municipal Governance and Urban Food Systems, by Wendy Mendes, (p. 290-309)

#### **Read: Chapter 19 in *Critical Perspectives in Food Studies***

Food Policy for the Twenty-First Century, by Rod MacRae (p. 310-323)

#### **Presentations**

## **Week 11 – Nov 18 and 20**

### **The Future of Food**

- Understand power of global corporate food systems
- Role of the civil commons in sustainable food systems
- Key Elements of Food Sovereignty

#### **Read: Chapter 20 in *Critical Perspectives in Food Studies***

Conceptualizing Sustainable Food Systems, by Jennifer Sumner (p. 326-336)

#### **Read: Chapter 22 in *Critical Perspectives in Food Studies***

Building Food Sovereignty: A Radical Framework for Alternative Food Systems, by Annette Aurélie Desmarais (p. 359-377).

#### **Presentations**

## **Week 12 - Nov 25 and 27**

### **The Future of Food**

#### **Read Chapter 8 in *Tangled Routes: Women, Work, and Globalization on the Tomato Trail***

Signs of Hope: Taking Action for Justice and Sustainability, (p. 285-317)

**Read from D2L:** Food Secure Canada: Where Agriculture, Environment, Health, Food and Justice Intersect by Kathleen Kneen, IN *Food Sovereignty In Canada: Creating Just and Sustainable Food Systems*, Edited by Hannah Wittman, Annette Arelie Desmarais and Nettie Wiebe.

#### **Final Presentations**

**\*\* FINAL PAPER DUE NOV 27**