

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

SOCI 308 – Sociology of Food

CIP Code: 45.11

**Created by: Christina M. Leshko
Updated by: Christina M. Leshko**

**School of Business & Liberal Arts
Department of Social Sciences
Fall 2024**

A. TITLE: Sociology of Food

B. COURSE NUMBER: SOCI 308

C. CREDIT HOURS (Hours of Lecture, Laboratory, Recitation, Tutorial, Activity):

# Credit Hours per Week	3
# Lecture Hours per Week	15
# Lab Hours per Week	
Other per Week	

D. WRITING INTENSIVE COURSE:

Yes	
No	X

E. GER CATEGORY: None.

F. SEMESTER(S) OFFERED:

Fall	
Spring	
Fall and Spring	X

G. COURSE DESCRIPTION: This course explores the significant relationships between people, culture, and food across societies. From the family dinner table to debates surrounding environmental impacts, the production, distribution, and consumption of food reflects social institutions, agricultural systems, politics, and identity. The emergence of food and eating as a sociological subtopic provides a platform for investigating areas such as: social problems, inequality and stratification, power, media, family, labor and work, health, nutrition and safety, ecology, and globalization.

H. PRE-REQUISITES: ENGL 101
CO-REQUISITES: None.

I. STUDENT LEARNING OUTCOMES:

Course Student Learning Outcome [SLO]	ISLO & Subsets
a. Examine the historical significance of subsistence in shaping the human species, cultures, and societies.	2 Critical Thinking [CA]
b. Identify core components of food production as a social institution.	2 Critical Thinking [CA]
c. Explore the cultural significance of food in relation to social identifiers such as nationality, ethnicity, class, and gender.	4 Social Responsibility [IK]
d. Compare and contrast social constructions of food from scientific, health, nutrition, and safety perspectives.	2 Critical Thinking [CA]
e. Assess the role of food in media as a form of cultural expression.	2 Critical Thinking [CA]
f. Discuss social movements focused on the production, distribution, and consumption of food.	2 Critical Thinking [CA]

KEY	<u>Institutional Student Learning Outcomes</u> <u>[ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit, /Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. APPLIED LEARNING COMPONENT:

Yes	X
No	

If yes, select [X] one or more of the following categories:

Classroom / Lab		Community Service	
Internship		Civic Engagement	
Clinical Practicum		Creative Works/Senior Project	
Practicum		Research	X
Service Learning		Entrepreneurship [program, class, project]	

K. TEXTS:

Beardsworth, A., & Keil, T. (2002). *Sociology on the menu: An invitation to the study of food and society*. Routledge.

Additional materials provided by instructor.

L. REFERENCES:

- Adams, C. J. (2015). *The sexual politics of meat: A feminist-vegetarian critical theory*. Bloomsbury Publishing USA.
- Beardsworth, A., & Keil, T. (2002). *Sociology on the menu: An invitation to the study of food and society*. Routledge.
- Caplan, P. (2013). *Food, health and identity*. Routledge.
- Counihan, C. M., & Kaplan, S. L. (2013). *Food and gender: Identity and power*. Routledge.
- Counihan, C., & Van Esterik, P. (Eds.). (2012). *Food and culture: A reader*. Routledge.
- Germov, J., & Williams, L. (Eds.). (2004). *A sociology of food and nutrition: The social appetite*. Oxford: Oxford University Press.
- Harbers, H., Mol, A., & Stollmeyer, A. (2002). Food matters. *Theory, Culture & Society*, 19(5-6), 207-226.
- Maurer, Donna, and Jeffery Sobal, eds. 1995. *Eating agendas: Food and nutrition as social problems*. Social Problems and Social Issues. New York: Aldine de Gruyter.
- Pollan, M. (2006). *The omnivore's dilemma: A natural history of four meals*. Penguin.
- Pollan, M. (2008). *In defense of food: An eater's manifesto*. Penguin.
- Rosin, C., Stock, P., & Campbell, H. (Eds.). (2013). *Food systems failure: The global food crisis and the future of agriculture*. Routledge.
- Slocum, R. (2011). Race in the study of food. *Progress in Human Geography*, 35(3), 303-327.
- Thomas, B. J. (2010). Food deserts and the sociology of space: distance to food retailers and food insecurity in an urban American neighborhood. *International Journal of Human and Social Sciences*, 5(6), 400-409.
- Wright, W., & Middendorf, G. (2010). *The fight over food: Producers, consumers, and activists challenge the global food system*. Penn State Press.

M. EQUIPMENT: University supplied equipment.

N. GRADING METHOD: A - F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS: To be determined by instructor.
Suggestions: Quizzes, Exams, Assignments, Research, Projects, Participation/Discussion

P. DETAILED COURSE OUTLINE:

I. Overview of Food & Social Development

- A. Hunter-Gatherer Societies
- B. Horticultural Societies
- C. Pastoral Societies
- D. Agrarian Societies

- II. Food Production**
 - A. Origins of the Modern Food System
 - B. Organic Farming
 - C. Sustainability
 - D. Labor and Work
 - i. Unions
 - ii. Farmer Workers' Rights Movement
- III. Food Distribution**
 - A. Import-export Practices
 - B. Labels and Packaging
 - C. Urban Food Deserts
 - D. Class Inequality
- IV. Food Consumption**
 - A. Health
 - i. Nutrition and Dietetics
 - ii. Obesity Epidemic
 - B. Food Safety and Risk
 - C. Social Movements
 - i. Fair Trade Movement
 - ii. Veganism
 - iii. Slow Food Movement
 - iv. Farm-to-Table Movement
- V. Cultural Significance & Identity**
 - A. Family
 - B. Media
 - C. Religion
 - D. Ethnicity
 - E. Nationality
 - G. Gender