

# SUBJECT OUTLINE



Subject Name:

## Sociology of Food

Subject Code:

**NMDS111**

### SECTION 1 – GENERAL INFORMATION

<b>Award/s:</b>	<b>Total course credit points:</b>	<b>Level:</b>
Bachelor of Health Science (Naturopathy)	128	Core 2 <sup>nd</sup> Year
Bachelor of Health Science (Nutritional & Dietetic Medicine)	96	Core 1 <sup>st</sup> year
<b>Duration:</b> 1 Semester		
<b>Subject Coordinator:</b> Alison Kane (Melbourne campus)		
<b>Subject is:</b> Core	<b>Subject Credit Points:</b> 2	

### Student Workload:

<b>No. timetabled hours per week:</b>	<b>No. personal study hours per week:</b>	<b>Total hours per week:</b>
<b>3</b>	<b>2</b>	<b>5</b>

### Delivery Mode:

Face to face	2 hour lecture	1 hour tutorial
E-Learning	Details:	Narrated PowerPoint presentations Tutorial - Asynchronous tutor moderated discussion forum and activities Student handouts, web-based resources
Intensive Delivery	Details:	Summer School - contact hours are delivered over 5 weeks with 2 x 4 hour days delivered per week. Assessments: Written Reflection for intensive delivery is due to be uploaded by Sunday on week 3 of the Summer School period. Essay for intensive delivery is due to be uploaded by Sunday on week 6 of the Summer School period.
Full Time		
Part Time		

**Pre-requisites:** Nil

**Co-requisites:** Nil

### SECTION 2 – ACADEMIC DETAILS

#### Subject Rationale

This subject introduces students to the cultural and social dimensions of human nutrition in a variety of local and international contexts including Australian Indigenous culture. Students explore different cultures and the associated social and environmental factors that impact on their understanding of food, diet and eating. Students will learn to analyse and evaluate a variety of diets and culturally based dietary medicine systems from a physiological perspective taking into consideration both current research and cultural aspects of food use. This subject provides the underpinnings of cultural competency and essential context when constructing dietary interventions in later nutritional medicine and clinical practicum subjects.

#### Learning Outcomes

1. Identify and discuss the social and cultural factors that impact on dietary and individual food choices.
2. Apply sociological perspectives to explain the relationship between people and food in both local and international contexts.
3. Compare and contrast different cultures and social classes, and the associated social, economic and

environmental factors that impact upon their concept of food, diet and eating.

4. Identify possible appropriate research articles relevant to food and nutrition issues.
5. Determine strategies for modifying dietary behaviour in individuals and groups from a sociological perspective.

### Assessment Tasks

Type	Learning Outcomes Assessed	Week Content Delivered	Week Due	Weighting
Written Reflection (1500 words)	1,3	1-5	Sunday following Week 5	50%
Essay (1500 words)	2,4,5	1-12	Sunday following Week 13	50%

#### Prescribed readings:

1. Germov, J., & Williams, L. (2016). *A sociology of food and nutrition: The social appetite* (4th ed.). South Melbourne, Vic: Oxford University Press.

#### Recommended readings:

1. Carolan, M. (2016). *The sociology of food and agriculture* (2nd ed.). London, England: Routledge.
2. Germov, J., & Poole, M. (2015). *Public sociology: An introduction to Australian society* (3rd ed.). Crows Nest, NSW: Allen & Unwin.
3. Hampton, R. (2013). *Indigenous Australians and health*. South Melbourne, Vic: Oxford University Press.
4. Kittler, P.G., Sucher, K.P., & Nahikian-Nelms, M. (2017). *Food and culture* (7th ed.). Boston, MA: Cengage Learning.
5. Nestle, M. (2013). *Food politics: How the food industry influences nutrition and health* (10th anniversary ed.). Berkeley, CA: University of California Press.
6. Walter, M. (Eds.). (2013). *Social research methods* (3rd ed.). South Melbourne, Vic: Oxford University Press.
7. Willis, E. (2011). *The sociological quest: An introduction to the study of social life* (5th ed.). Crows Nest, NSW: Allen and Unwin.

### Subject Content

Week	Topics	Tutorial
1.	Social determinants of health and introduction to Food, Culture, Society and the Individual (including the Sociological Perspective) <ul style="list-style-type: none"> <li>• Social determinants of health</li> <li>• What is sociology?</li> <li>• Where did sociology come from?</li> <li>• Sociology and nutritional medicine management</li> <li>• Overview of factors that impact on food choices</li> <li>• Using social science perspectives and social theory to understand food and nutrition issues</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion: The role culture and society have in food choices, and how this might impact on the nutritional status of individuals</li> <li>• Watch short video on the anthropology of food choice. Discuss the findings as a general introduction to the topic.</li> </ul>

	<ul style="list-style-type: none"> <li>The value of qualitative research in nutrition</li> </ul>	
2.	<b>The Social Determinants of Food Choice</b> <ul style="list-style-type: none"> <li>Biological- hunger, appetite, and taste</li> <li>Economic- cost, income, and availability</li> <li>Physical- access, education, skills (cooking), and time</li> <li>Culture, family, peers, and meal patterns</li> <li>Psychological- mood, stress, and guilt</li> <li>Attitudes, beliefs, and knowledge of food</li> </ul>	<ul style="list-style-type: none"> <li>Students work in groups to identify the factors that influence their food choice and present their findings to the class</li> </ul>
3.	<b>Managing Dietary Change: Theoretical Approaches and practice</b> <ul style="list-style-type: none"> <li>Lewin's Change Model</li> <li>Health Belief Model</li> <li>Stages of Change Model</li> <li>Motivational Interviewing</li> <li>Glasser's Control Theory</li> <li>Ecological perspective model</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussion: In small groups students discuss, using the provided readings, the different theoretical approaches to supporting and managing Dietary change</li> </ul>
4.	<b>Food, Culture and Identity Part I: European &amp; British Culture</b> <ul style="list-style-type: none"> <li>Influences on Southern, Central and Eastern Europe and UK culture</li> <li>What defines European and British Culture?</li> <li>What are the explicit food practices of these populations?</li> <li>Mediterranean Culture</li> <li>Anglo-Celtic Culture and its influences on contemporary food and nutrition practices</li> </ul>	<ul style="list-style-type: none"> <li>Within small tutorial groups students discuss the different role food plays in European and British culture and how this may affect the theoretical nutritional management of such populations</li> <li>Facilitated discussion: How has Anglo-Celtic culture influenced contemporary food and nutrition practices?</li> </ul>
5.	<b>Food, Culture and Identity Part II: Middle Eastern &amp; Indian Culture</b> <ul style="list-style-type: none"> <li>Influences on Middle Eastern and Indian culture</li> <li>What defines Middle Eastern Culture?</li> <li>What defines Indian Culture?</li> <li>What are the explicit food practices of these populations?</li> <li>Influences of Middle Eastern and Indian culture on contemporary food and nutrition practices</li> </ul>	<ul style="list-style-type: none"> <li>Within small tutorial groups students discuss the different role food plays in Middle Eastern and Indian culture and how this may affect the theoretical nutritional management of such populations</li> <li>Facilitated discussion: How has the Indian culture influenced food and nutrition practice in both a local and international settings?</li> </ul>
6.	<b>Food, Culture and Identity Part III: Chinese, South East Asian and Japanese Culture</b> <ul style="list-style-type: none"> <li>What defines Chinese and South East Asian Culture?</li> <li>What are the explicit food practices of this population?</li> <li>The influences of Chinese and South East Asian culture on contemporary food and nutrition practices</li> </ul>	<ul style="list-style-type: none"> <li>Within small tutorial groups discuss the different role food plays in Chinese, South East Asian and Japanese culture and how this may affect the theoretical nutritional management of such populations</li> <li>Facilitated discussion: Has Chinese culture influenced Australian culture? If so, in what ways and have they been advantageous or disadvantageous?</li> </ul>
7.	<b>Food and Culture Part IV: Australian Indigenous Culture</b> <ul style="list-style-type: none"> <li>What defines Australian Indigenous</li> </ul>	<ul style="list-style-type: none"> <li>Documentary: Kanyini, 2006 presented by Bob Randall, directed by Melanie Hogan</li> <li>Following video presentation of Kanyini, facilitated</li> </ul>

	Culture? <ul style="list-style-type: none"> <li>• What are the explicit food practices of this population?</li> <li>• History of Australian Indigenous people and health and disease</li> <li>• The social determinants of Australian Indigenous Health</li> </ul>	class discussion on the impact of white settlement on food, culture and health
<b>NON-TEACHING WEEK</b> (note that any make up classes may be scheduled in this week) <b>Semester 1</b> - This aligns with the week after Easter so it may fall between weeks 6 to 8. <b>Semester 2 &amp; Online students</b> - The break week falls between Weeks 7 and 8.		
8.	<b>Contemporary food habits and family dynamics</b> <ul style="list-style-type: none"> <li>• Contemporary dietary influences</li> <li>• The sociology of vegetarianism</li> <li>• Fast foods, eating out, convenience, and 'dietary individualism'</li> </ul> <b>The Family System</b> <ul style="list-style-type: none"> <li>• Family dynamics</li> <li>• Maternal ideologies and infant feeding</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitated classroom discussion on the impact of family dynamics on food and nutrition considering differing cultures and differing family dynamics and values</li> </ul>
9.	<b>The System and Politics of Food Part I: Globalisation and Agribusiness</b> <ul style="list-style-type: none"> <li>• Food Manufacture and Agribusiness             <ul style="list-style-type: none"> <li>○ Public perception of biotechnology and organic farming</li> <li>○ Globalisation versus ruralisation</li> <li>○ Unsustainable food production – origins and alternatives</li> <li>○ The role of supermarkets in food manufacture and choice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Class debate: Are supermarkets to blame for consumers poor food choices?</li> </ul>
10.	<b>The System and Politics of Food Part II: Politics and Policies</b> <ul style="list-style-type: none"> <li>• Politics and Policy             <ul style="list-style-type: none"> <li>○ The medicalisation of food</li> <li>○ Greening of food and labelling</li> <li>○ Dietary guidelines</li> <li>○ Corporate interests</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Facilitated debate: "The medicalisation of food is necessary in Australia." Discussion to involve:             <ul style="list-style-type: none"> <li>○ The politics and policy of food</li> <li>○ The role of dietary guidelines</li> </ul> </li> </ul>
11.	<b>Food, Gender and Ageing</b> <ul style="list-style-type: none"> <li>• Influences of gender on food and nutrition</li> <li>• Gender division of household and food tasks</li> <li>• Cultural and sociological perspectives of ageing on food choice and eating</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the provided reading and discuss how this may affect the theoretical nutritional management of a client</li> </ul>
12.	<b>Eating disorders, obesity &amp; body image</b> <ul style="list-style-type: none"> <li>• Understanding eating disorders</li> <li>• Exploring the experiences of those with eating disorders and the impact this has on nutritional management</li> <li>• Understanding obesity</li> <li>• Body acceptance: exploring women's and men's self-experiences</li> <li>• Stigmatisations associated obesity and the</li> </ul>	<ul style="list-style-type: none"> <li>• Field trip: Visit a local food hall and observe food and eating behaviours of patrons</li> </ul>

	impact this has on nutritional management	
<b>13.</b>	<b>Chronic disease (Diabetes, CVD and Cancer)</b> <ul style="list-style-type: none"> <li>• Understanding diabetes and CVD from a sociological perspective</li> <li>• Stigmatisations associated with diabetes/CVD and the impact this has on nutritional management</li> <li>• Understanding cancer from a sociological perspective</li> <li>• Stigmatisations associated with cancer diagnosis and the impact this has on nutritional management.</li> </ul>	<ul style="list-style-type: none"> <li>• In small tutorial groups, review the qualitative papers provided surrounding the feelings and experiences reported by people with diabetes, CVD and cancer. Findings for each group will be shared with the class.</li> </ul>
<b>14.</b>	<b>Non-Teaching Week/Practical Exam Week 1. Note that make-up classes may be scheduled in this week.</b>	
<b>15.</b>	<b>Non-Teaching Week/Practical Exam Week 2. Note that make-up classes may be scheduled in this week.</b>	
<b>16.</b>	<b>Final Exam Week 1</b> <b>On campus enrolled students:</b> please refer to the Exam Timetable for your local campus for the exact day and time of exam. <b>Online enrolled students:</b> You are required to sit examinations on campus per the Examination Policy-Higher Education. The Exam Week for subjects offered online is identified in the Online Calendar.	
<b>17.</b>	<b>Final Exam Week 2</b> Please refer to the Exam Timetable for your local campus for the exact day and time of exam.	