

Subject Outline

Subject Name:	Sociology of Food and Nutrition
Subject Code:	NMDS121
Award(s):	Bachelor of Health Science (Nutritional Medicine)
Core/Elective:	Core - 4 credit points
Pre requisites:	BIOB111, BIOH111
Student Workload:	78 hours face to face 72 hours self-directed study
Delivery Mode:	Face to face <ul style="list-style-type: none"> 2 x 2 hours lecture 2 x 1 hour tutorial Full Time Part Time
Subject Coordinator:	Alison Kane
Subject Rationale:	<ul style="list-style-type: none"> This subject introduces students to the individual, cultural and social dimensions of human nutrition in a wide variety of local and international contexts including Australian Indigenous culture. Students will compare and contrast different cultures and the associated social and environmental factors which impact on their understanding of food, diet and eating. Students learn the worth and shortcomings of scientific research and its application in human nutrition sociology. This subject provides foundational knowledge in the cultural and social underpinnings of nutritional medicine practices and in doing so, provides a context when constructing dietary interventions in preceding subjects.

Learning Outcomes:

1.	Identify and discuss the social and cultural factors which impact on 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 and environmental factors which impact upon their concept of food, diet and eating.
4.	Identify and describe appropriate methods of research used to address food and nutrition issues.
5.	Describe appropriate dietary interventions for individuals and groups in both local and international contexts from a sociological perspective.

Content:

Week	Lecture	Tutorial
1.	Session 1 Introduction to Food, Culture, Society and the Individual <ul style="list-style-type: none"> What is Sociology? Where did Sociology come from? Sociology and nutritional medicine management Overview of factors which impact on food choices Introduction to theories surrounding food. 	<p>Activities are developed to allow the students to explore relevant concepts, expand on ideas and have peer and lecturer interaction. Activities also allow for formative assessment and feedback:</p> <ul style="list-style-type: none"> Introduction to subject content and assessment. Class discussion: The role culture and society have in food choices, and how this might impact on the nutritional status of individuals. Watch video: In defense of food - Michael Pollan TED talk 2012
	Session 2 The Sociological Perspective <ul style="list-style-type: none"> Using social science perspectives and social theory to understand food and nutrition issues. What type of data influence the social science perspective? 	<ul style="list-style-type: none"> Reading: Students read and consider the perspective document in <i>'Using Qualitative Research for the Sociology of Food'</i>. In small tutorial groups, students discuss and record how the data used in the reading can assist in the hypothetical management of clients. Students then present their findings to the class for facilitated discussion.
2.	Session 3 Food and Culture Part I: Southern European Culture <ul style="list-style-type: none"> Influences of Spain, France, Italy and Greece. What defines Southern European Culture? What are the explicit food practices of these populations? Mediterranean Culture 	<ul style="list-style-type: none"> Workshop: Within small tutorial groups, students discuss the different roles food plays in South East and European culture and how this may affect the hypothetical nutritional management of such populations. Worksheets: Using the provided worksheets, provide an overview explicit food and cultural practices discussed in the workshop for the selected culture. View short video on the Mediterranean Culture.
	Session 4 Food and Culture Part II: British and European Culture <ul style="list-style-type: none"> Influences of Russia, UK and other surrounding European cultures. What defines British and European Culture? What are the explicit food practices of these populations? Anglo-Celtic Culture and its influences on contemporary food and nutrition practices. 	<ul style="list-style-type: none"> Workshop: Within small tutorial groups, students discuss the different roles food plays in British and European culture and how this may affect the hypothetical nutritional management of such populations. Worksheets: Using the provided worksheets, provide an overview explicit food and cultural practices discussed in the workshop for the selected culture. Classroom Discussion: How has Anglo-Celtic culture influenced contemporary food and nutrition practices? Drawing upon the provided readings, the lecturer should facilitate students engage in critical discussion.

3.	<p>Session 5</p> <p>Food and Culture Part III: Middle Eastern Culture</p> <ul style="list-style-type: none"> Influences of Turkey, Egypt, Saudi, Arabia, Iran and other surrounding Middle Eastern cultures. What defines Middle Eastern Culture? What are the explicit food practices of these populations? The influences of Middle Eastern culture on contemporary food and nutrition practices. 	<ul style="list-style-type: none"> Workshop: Within small tutorial groups, students discuss the different roles food plays in Middle Eastern culture and how this may affect the hypothetical nutritional management of such populations in comparison to those covered previously. Worksheets: Using the provided worksheets, provide an overview explicit food and cultural practices discussed in the workshop for the selected culture. Classroom discussion: How has Middle Eastern Culture influenced food and nutrition practices in Australia?
	<p>Session 6</p> <p>Food and Culture Part IV: Indian Culture</p> <ul style="list-style-type: none"> What defines Indian Culture? What are the explicit food practices of this population? The influences of Indian culture on contemporary food and nutrition practices. 	<ul style="list-style-type: none"> Workshop: Within small tutorial groups students discuss the different roles food plays in Indian culture and how this may affect the hypothetical nutritional management of such populations in comparison to those covered previously. Worksheets: Using the provided worksheets, provide an overview explicit food and cultural practices discussed in the workshop for the selected culture. Classroom discussion: How has the Indian culture influenced food and nutrition practice in both a local and international setting?
4.	<p>Session 7</p> <p>Food and Culture Part V: Chinese Culture</p> <ul style="list-style-type: none"> What defines Chinese Culture? What are the explicit food practices of this population? The influences of Chinese culture on contemporary food and nutrition practices. 	<ul style="list-style-type: none"> Workshop: Within small tutorial groups students discuss the different roles food plays in Chinese culture and how this may affect the hypothetical nutritional management of such populations in comparison to those covered previously. Worksheets: Using the provided worksheets, provide an overview explicit food and cultural practices discussed in the workshop for the selected culture. Classroom Discussion: Has Chinese culture influenced Australian culture? If so, in what ways and have they been advantageous or disadvantageous?
	<p>Session 8</p> <p>Food and Culture Part VI: South East Asian Culture</p> <ul style="list-style-type: none"> Influences of Thailand, Indonesia, Malaysia, Philippines, Singapore, and Vietnam. What defines South East Asian Culture? What are the explicit food practices of these populations? 	<ul style="list-style-type: none"> Workshop: Within small tutorial groups students discuss the different roles food plays in South East Asian culture and how this may affect the hypothetical nutritional management of such populations in comparison to those covered previously. Worksheets: Using the provided worksheets, provide an overview of explicit food and cultural practices discussed in the workshop. Review presentation: Using the worksheets students have compiled over the past several

	<ul style="list-style-type: none"> The influences of South East Asian culture on contemporary food and nutrition practices. 	<p>sessions, the lecturer presents a short slide show which illustrates several diets. Students are to analyse the diets, and record which culture is best represented within the example. Lecturer provides feedback on answers.</p>
5.	Session 9 Food and Culture Part VII: Contemporary Food Habits <ul style="list-style-type: none"> Contemporary dietary influences. Fast foods, eating out, convenience, and 'dietary individualism'. 	<p>In small tutorial groups students are to review and discuss the findings of one of the provided readings. Students need to address:</p> <ul style="list-style-type: none"> The main findings/ conclusions of the study How these findings affect the hypothetical nutritional management. Any drawbacks of the study? <p>Students present their findings to the class for discussion and feedback.</p>
	Session 10 Food and Culture Part VIII: Australian Indigenous Culture <ul style="list-style-type: none"> What defines Australian Indigenous Culture? What are the explicit food practices of this population? 	<ul style="list-style-type: none"> Consider the reading '<i>Traditional diet and food preferences of Australian Aboriginal hunter-gatherers</i>' and discuss, in small tutorial groups, the changed role of food and nutrition in this population group of Australia in contemporary times. Students present their findings to the class for discussion. View video on Australian Aboriginal Indigenous Culture. (<i>Kanyini</i> if enough time is available in class) Class discussion: After watching the video on Australian Indigenous culture students are to discuss the impacts of white settlement and 'westernised' food on the health and nutritional outcomes of Indigenous Australians?
6.	Session 11 Sociological Perspective: Australian Indigenous People Part I <ul style="list-style-type: none"> History of Australian Indigenous people and health and disease. Illness, invasion, sin and sorcery The social determinants of Australian Indigenous Health (Racism, Poverty and Health, Economic inequality, education, employment, welfare, housing) 	<ul style="list-style-type: none"> Using the provided reading '<i>Overview of Australian Indigenous health status: November 2012</i>' students identify and record on their provided worksheets: The issues underlying the Australian Indigenous Community past to present. What social determinants have influenced the Australian Indigenous population and specifically what impact have they had on the nutritional status of this population? Video: View the presentation "Cultural Diversity - tips for communicating with cultural awareness" 2009 and discuss the key points of video.
	Session 12 Sociological Perspective: Australian Indigenous People Part II <ul style="list-style-type: none"> Australian Indigenous health issues ('sugar', alcoholism, infectious 	<ul style="list-style-type: none"> Using the provided reading '<i>Overview of Australian Indigenous health status: November 2012</i>' students identify and record on their provided worksheets: The key health issues surrounding the Australian Indigenous community.

	<p>diseases)</p> <ul style="list-style-type: none"> Nutritional inequalities and deficiencies. Social science and understanding the lived experience and behavior of the Australian Indigenous people. Interventions and sustainable programs: today and to the future. 	<ul style="list-style-type: none"> The key health risk factors. Group facilitated discussion/workshop: Students are to discuss the findings of the reading and discuss how the hypothetical nutritional management of this population would need to be addressed. Students draw on current literature to support their findings. Video: View the presentation Improving Indigenous Health 2010 ABC 730pm Report.
7.	<p>Session 13</p> <p>Religion, Ethics and Food Choices: Part I</p> <ul style="list-style-type: none"> Why we eat the way we do? What is religion? Explore differing religions and their explicit food practices. <ul style="list-style-type: none"> Christianity Judaism Islam 	<ul style="list-style-type: none"> Worksheet: Students provided a worksheet in which they are to fill in the information pertaining to the explicit food practices of the religions listed. Students to break into small tutorial groups and discuss their findings for feedback and further discussion. In small tutorial groups students are to discuss how they would approach the need to change dietary choices made for ethical reasons. Is it possible? How would you employ this in hypothetical case management? Students to present their findings to the class for feedback and further discussion.
	<p>Session 14</p> <p>Religion, Ethics and Food Choices: Part II</p> <ul style="list-style-type: none"> Exploring differing religions and their explicit food practices <ul style="list-style-type: none"> Hinduism Buddhism The sociology of vegetarianism. What are the potential nutritional effects of religious food habits? The problem of changing food habits. How nutritional medicine needs to address cultural/religious issues in the hypothetical management of a client. 	<ul style="list-style-type: none"> Worksheet: Students to be provided a worksheet in which they are to fill in the information pertaining to the explicit food practices of the religions listed. Students to break into small tutorial groups and discuss their findings for feedback and further discussion. In small tutorial groups students are to discuss how they would approach the need to change dietary choices made for ethical reasons. Is it possible? How would you employ this in hypothetical case management? Students to present their findings to the class for feedback and further discussion.
<p>NON TEACHING WEEK (note that make-up classes may be scheduled in this week)</p> <p>Semester 1 – This break varies in relation to Easter so it may fall between weeks 6 to 8. Refer to the student calendar for exact dates.</p> <p>Semester 2 – This break falls between Weeks 7 & 8</p>		
8.	<p>Session 15</p> <p>The System and Politics of Food Part I: Globalization and Agribusiness</p> <ul style="list-style-type: none"> Food Manufacture and Agribusiness <ul style="list-style-type: none"> Agriculture and organic farming 	<ul style="list-style-type: none"> Class discussion: lecturer facilitates students within small groups to discuss and compare between the different levels of food manufacture and agribusiness and how they may impact on individual food choices. Groups present their findings to the class for discussion. In groups students are given sections of

	<ul style="list-style-type: none"> ○ Food globalization and ruralisation ○ Unsustainable food production ○ The role of supermarkets in food manufacture and choice. 	<p>published papers to review and discuss issues surrounding Globalization and Agribusiness.</p> <ul style="list-style-type: none"> • Class debate: Are supermarkets to blame for poor food choices to consumers?
	<p>Session 16</p> <p>The System and Politics of Food Part II: Politics and Policies</p> <ul style="list-style-type: none"> • Politics and Policy <ul style="list-style-type: none"> ○ The medicalisation of food ○ Dietary guidelines ○ Corporate interests 	<ul style="list-style-type: none"> • The politics and policy of food. • The role of dietary guidelines • Organised and facilitated debate – Students argue for or against the medicalisation of food.
9.	<p>Session 17</p> <p>The System and Politics of Food Part III: Family Dynamics</p> <ul style="list-style-type: none"> • The Family System <ul style="list-style-type: none"> ○ Family dynamics and nutrition expertise risk ○ Maternal ideologies and infant feeding ○ Gender and food choices 	<p>Lecturer facilitates classroom discussion surrounding:</p> <ul style="list-style-type: none"> • The impact of family dynamics on food and nutrition. • Differing cultures and differing family dynamics and values. • In small tutorial groups discuss individual family dynamics and the correspondence, if any, between the concepts presented in the lecture and individual class members personal family politics around food and meal times. Students present their group findings to the class for discussion. • View video on infant feeding practices.
	<p>Session 18</p> <p>The Social Determinants of Food</p> <ul style="list-style-type: none"> • Social class, nutritional status and dietary habits • Social class and food choices • Introduction to age, gender and other nutritional inequalities. 	<ul style="list-style-type: none"> • In small tutorial groups, students select one of the provided published papers on social determinants of food choice in a selected setting to review. Students discuss and record the following aspects of the paper to present the class for discussion and feedback. • The role of social class of food choices. • How the role of social class can affect nutritional status and dietary habits. • What other social determinants are discussed in the paper? • What impact do these additional social determinants have on the nutritional status? • What were the main findings of the paper? • Classroom discussion: What are the social determinants of food choice that affect the Australian population? Has this changed over the past decade? Students are required to engage in the classroom discussion drawing upon the required readings for justification of their

		responses.
10.	Session 19 Food and Gender <ul style="list-style-type: none"> Influences of gender on food and nutrition. Gender consumption of food Gender division of household and food tasks. 	<ul style="list-style-type: none"> Consider the following paper: “<i>Gender Differences in Food Choice: The Contribution of Health Beliefs and Dieting</i>” and discuss how this may affect the hypothetical nutritional management of a client. Video: View presentation of “UNICEF: Malnutrition and gender equality in India” Video: View presentation on “The important role of women in feeding the world’s population” 2011 Class discussion: Discuss the key points of each of the video presentations.
	Session 20 Food and Health Part I: Ageing <ul style="list-style-type: none"> Cultural and sociological perspectives of aging. Infants, children, adolescence, and mature age. 	<ul style="list-style-type: none"> Consider the reading ‘<i>Health and ageing in Australia: Is there culture after sixty?</i>’ and in small tutorial groups students discuss how this may affect the hypothetical nutritional management of an aging client. Groups present their findings to the class for feedback and further discussion. Classroom discussion: How would the age of a client affect their hypothetical nutritional management? Discuss within small tutorial groups providing specific examples.
11.	Session 21 Food and Health Part II: Eating Disorders <ul style="list-style-type: none"> Understanding eating disorders. Exploring the experiences of those with eating disorders and the impact this has on its hypothetical management. 	<ul style="list-style-type: none"> In small tutorial groups, students are required to review and discuss the published papers provided in the readings to identify the sociological factors which impact upon eating disorders. Students are to present their findings to the class for feedback and further discussion. Upon discussing the factors affecting the development of eating disorders, students discuss and present how a practitioner may approach the hypothetical management of these conditions. Video: View presentation on “Eating Disorders”.
	Session 22 Food and Health Part III: Obesity and Body Image Acceptance <ul style="list-style-type: none"> Understanding obesity Body acceptance: exploring women's experiences Stigmatizations associated obesity and the impact this has on its hypothetical management. 	<ul style="list-style-type: none"> Classroom discussion: Considerations in the hypothetical management of individuals with obesity and body image concerns. Students draw upon the provided readings to discuss present their findings in small tutorial groups to the class for feedback and further discussion.
12.	Session 23 Food and Health Part IV: Diabetes/CVD <ul style="list-style-type: none"> Understanding diabetes and CVD 	<ul style="list-style-type: none"> In small tutorial groups, students review and discuss the published papers provided surrounding the diabetes/CVD. Students present their findings to the class for feedback and further

	<ul style="list-style-type: none"> Exploring the experiences of diabetes and CVD Stigmatizations associated with diabetes/CVD and the impact this has on its hypothetical management. 	<p>discussion.</p> <ul style="list-style-type: none"> Classroom discussion: Considerations in the hypothetical management of individuals with diabetes/CVD. Video: View presentation on “The lived experience of diabetes”.
	<p>Session 24</p> <p>Food and Health Part V: Cancer</p> <ul style="list-style-type: none"> Understanding cancer Exploring the experiences of diabetes and CVD Stigmatizations associated with cancer and the impact this has on the hypothetical management. 	<ul style="list-style-type: none"> In small tutorial groups, students review and discuss the published papers provided surrounding cancer. Students present their findings to the class for feedback and further discussion. Classroom discussion: Considerations in the hypothetical management of individuals with cancer. Video: View presentation available from the Cancer Council.
13.	<p>Session 25</p> <p>Managing Dietary Change: Theoretical Approaches</p> <ul style="list-style-type: none"> Lewin’s Change Model Motivational Interviewing Glasser’s Control Theory 	<ul style="list-style-type: none"> Classroom discussion: In small groups students discuss, using the provided readings, the different theoretical approaches to supporting and managing change in individuals in relation to making dietary changes. Video: View presentation on “Lewin’s Change Model”
	<p>Session 26</p> <p>Changing Dietary Behaviour: Putting Theory into Practice</p>	<ul style="list-style-type: none"> Classroom discussion: How does food fit into different health paradigms? Discuss in small tutorial groups, drawing upon the information presented over the course of this unit. Students present a short discussion of their findings to the class for feedback and further discussion. Hypothetical case studies: Practical applications which support dietary change through application of theory. Students, in small tutorial groups, be provided several diets in which they should discuss hypothetical changes that would be necessary and present their findings to the class for feedback and further discussion.
14.	<p>Study Week/Practical Exam Period. Note that any make-up classes may be scheduled in this week.</p>	
15-16	<p>Final Exam Period</p>	

Set Text Requirements:

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

Recommended readings:

- Carson, B., Dunbar, T., Chenhall, R. D. & Bailie, R. (2007). *Social Determinants of Indigenous Health*. Crows Nest, NSW: Allen & Unwin.

2. Ferraro, G., & Andreatta, S. (2014). <i>Cultural Anthropology: An applied perspective</i> (10th ed.).USA: Wadsworth.
3. Germov, J. (2013). <i>Second opinion: An introduction to health sociology</i> (5th ed.). South Melbourne, Vic: Oxford University Press.
4. Germov, J., & Poole, M. (2015). <i>Public sociology: An introduction to Australian society</i> (3rd ed.). Crows Nest, NSW: Allen & Unwin.
5. Kittler, P. G., & Sucher, K. P. (2012). <i>Food and culture</i> (6th ed.). Belmont, CA: Thomson Wadsworth.
6. Nestle, M. (2013). <i>Food Politics: How the food industry influences nutrition and health</i> (10th ed.). Berkeley, CA: University of California Press.

Assessments:

Assessment Item	Topic/s	Learning Outcome assessed	Session Content Delivered	Due	Weighting
1. Essay (1500 words)	Select two different cultural or social groups and write a report which compares and contrasts the factors which may affect dietary choices made by individuals within each group	1,3	1- 10	End of Week 6	35%
2. Essay (1500 words)	Drawing on the article by Thompson and Gifford (2000) 'Trying to keep a balance: the meaning of health and diabetes in an urban Aboriginal community' discuss why it is important in the hypothetical treatment of Australian Indigenous people to examine lay understandings and community perspectives of health and illness. To illustrate your point, you should draw on specific points from the article as well as other relevant contemporary research articles.	2,4	1-14	End of Week 10	35%
3. Final Exam (Short answer & essay)	Short answer and essay style questions to be answered in final class during the last hour. Questions based on class content and recommended readings from weeks 1-13	1,2,3,5	1-24	Session 26	30%

Formative assessment will be undertaken early in the subject and then on a regular basis throughout the duration of the subject to provide students and staff with feedback on the learning. It may take the form of quizzes, small group and classroom presentations, writing activities, peer review where appropriate.

Early formative assessment would be used to determine any necessary intervention strategies to ensure students are able to complete the program in the normal subject duration.

Feedback will also be provided to the students on summative assessments undertaken during the semester.