

SUBJECT OUTLINE



Subject Name:

Sociology of Food

Subject Code:

NMDS111

SECTION 1 - GENERAL INFORMATION

Award/s:	Total Course Credit Points:	Level:
Bachelor of Health Science (Naturopathy)	128	Core 2 nd Year
Bachelor of Health Science (Nutritional and Dietetic Medicine)	96	Core 1 st Year
Duration:	1 Semester	
Subject Coordinator:	Karen Wallace (Perth campus)	
Subject is:	Subject Credit Points:	2
Core		

Student Workload:

No. timetabled hours per week:	No. personal study hours per week:	Total hours per week:
3	2	5

Delivery Mode:

Face to Face (On campus)	1 x 2 hour lectures	1 x 1 hour tutorial
e-Learning (Online)	Narrated PowerPoint presentations Tutorials: Asynchronous tutor moderated discussion forum and activities Student handouts, web-based resources	
Intensive Delivery (Summer School)	Contact hours are delivered over 5 weeks with 2 x 4 hour days delivered per week Content: Combination lecture and tutorial activities Assessment: Written Reflection - Week 2; Online Quiz - Week 4; Essay - Week 6	
	Full Time	
	Part Time	
Pre-requisites:	Nil	
Co-requisites:	Nil	

SECTION 2 – ACADEMIC DETAILS

Subject Rationale

This subject introduces students to the cultural, ethical 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. Examine and distinguish 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 and explore appropriate articles relevant to food and nutrition issues.
5. Establish strategies for modifying dietary behaviour in individuals and groups from a sociological perspective.

Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
Written Reflection (750 words)	1 & 3	1-2	Week 3	25%
Online Quiz multiple choice (40 minutes)	1, 3 & 5	1-7	Week 8	35%
Essay (1000 words)	2, 4-5	1-12	Week 13	40%

All written assessments and online quizzes are due at 11:55 p.m. and submitted through the LMS

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. [ebook available].

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	Lectures	Tutorials / Practicals
1.	Introduction (Subject Outline / Subject Aims / Assessment / Teaching Resources) Social Determinants of Health and Introduction to Food, Culture, Society & the Individual (Including the Sociological Perspective) <ul style="list-style-type: none"> • Social determinants of health • What is sociology? 	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 <ul style="list-style-type: none"> • Class discussion: The role culture and society have in food choices, and how this might impact on the nutritional status of individuals • Watch short video on the anthropology of food

	<ul style="list-style-type: none"> • Where did sociology come from? • Sociology and nutritional medicine management • Overview of factors that impact on food choices • Using social science perspectives and social theory to understand food and nutrition issues • The value of qualitative research in nutrition 	choice. Discuss the findings as a general introduction to the topic
2.	The Determinants of Food Choice <ul style="list-style-type: none"> • Biological- hunger, appetite, and taste • Economic- cost, income, and availability • Physical- access, education, skills (cooking), and time • Culture, family, peers, and meal patterns • Psychological - mood, stress, and guilt • Attitudes, beliefs, and knowledge of food 	<ul style="list-style-type: none"> • Students work in groups to identify the factors that influence their food choice and present their findings to the class
3.	Managing Dietary Change: Theoretical Approaches and Practice <ul style="list-style-type: none"> • Lewin's Change Model • Health Belief Model • Stages of Change Model • Motivational interviewing • Glasser's Control Theory • Ecological perspective model 	<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 dietary change
4.	Food, Culture and Identity - Part 1: European & British Culture <ul style="list-style-type: none"> • Influences on Southern, Central and Eastern Europe and UK culture • What defines European and British culture? • What are the explicit food practices of these populations? • Mediterranean culture • Anglo-Celtic culture and its influences on contemporary food and nutrition practices 	<ul style="list-style-type: none"> • 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 • Facilitated discussion: How has Anglo-Celtic culture influenced contemporary food and nutrition practices?
5.	Food, Culture and Identity - Part 2: Middle Eastern & Indian Culture <ul style="list-style-type: none"> • Influences on Middle Eastern and Indian culture • What defines Middle Eastern culture? • What defines Indian culture? • What are the explicit food practices of these populations? • Influences of Middle Eastern and Indian culture on contemporary food and nutrition practices 	<ul style="list-style-type: none"> • 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 • Facilitated discussion: How has the Indian culture influenced food and nutrition practice in both a local and international settings?
6.	Food, Culture and Identity - Part 3: Chinese, South East Asian & Japanese Culture <ul style="list-style-type: none"> • What defines Chinese and South East Asian culture? • What are the explicit food practices of this population? • The influences of Chinese and South East Asian culture on contemporary food and nutrition practices 	<ul style="list-style-type: none"> • 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 • Facilitated discussion: Has Chinese culture influenced Australian culture? If so, in what ways and have they been advantageous or disadvantageous?
7.	Food and Culture - Part 4: Australian Indigenous	<ul style="list-style-type: none"> • Documentary: Highlighting the impact of white

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

13.	Chronic Disease (Diabetes, Cardio-vascular Disease (CVD) & Cancer) <ul style="list-style-type: none"> • Understanding diabetes and CVD from a sociological perspective • Stigmatisations associated with diabetes/CVD and the impact this has on nutritional management • Understanding cancer from a sociological perspective • Stigmatisations associated with cancer diagnosis and the impact this has on nutritional management 	<ul style="list-style-type: none"> • In small tutorial groups, review the qualitative papers provided surrounding the feelings and experiences reported by people with diabetes, CVD and cancer. <ul style="list-style-type: none"> ○ Findings for each group to be shared with the class
14.	Non-Teaching Week/Practical Examination Week 1 Note that make-up classes may be scheduled in this week	
15.	Non-Teaching Week/Practical Examination Week 2 Note that make-up classes may be scheduled in this week	
16.	Final Examination Week 1 There is no final exam for this subject	
17.	Final Examination Week 2 There is no final exam for this subject	