

# DAWSON

## C O L L E G E

### Advanced Topics: Sociology of Food & Environment

387-401-DW

Tuesdays 11:30 a.m. & Thursdays 8:30 a.m.

3H.10

Section Number: 01  
Effective Date: Fall 2019  
Ponderation: 3-0-3  
Instructor: Anna-Liisa Aunio, Department of Sociology  
Office: 5D.5  
Office Phone: 514-931-8731, ext. 4167 (see below for student inquiries)  
email: aaunio@dawsoncollege.qc.ca  
Office hours: Mondays: 1:00 p.m.-2:30 p.m.; Wednesdays 12:30 p.m.-2:00 p.m.; or by appointment  
Accessibility: All communication should occur through MIO (questions addressed within a reasonable Amount of time during the semester, usually 24 business hours)

**REQUIRED TEXT:** Readings and videos (posted on Lea)

Course costs: \$35.00-\$40.00 for poster presentation; approximately \$20.00 for trips

**THE COMPETENCY TO BE ACQUIRED:** A note for students who registered in the Program in the Fall 2002 or later:

- In order to take this course, students must have passed Individual and Society and at least one 200-level or 300-level sociology course.
- This course is an Advanced (400-level) course, the one course students are required to take to achieve competency 022U stated below. For more information on course sequence and competencies, see the Social Science Information Booklet.

**DESCRIPTION AND CONTENT:** This course provides students with the opportunity to engage in work on a significant topic of particular interest to them related to the food system and/or environment. The emphasis is on providing students with the necessary skills to investigate significant social issues using knowledge, concepts, methods and tools necessary to allow them to prepare a pertinent final work.

### The Sociology of Food and Environment

In this course, we take as a starting point C. Wright Mills' insight that we need to exercise our *sociological imagination*, or understand the relationship between private troubles and public issues in order to gain agency in this world. As such, we take an in-depth approach to our social world and topics such as culture, health, and the environment by studying one essential, everyday question: what should I eat?

Why Food? In short, decisions about what to eat and why permeate our everyday experience. While it is a topic usually considered profoundly individual, this course begins with the premise that the subject of food is deeply sociological. Moreover, as we will discover throughout the course, it serves as a nexus by which we

can explore the relationship between what we consider quite personal decisions to broad and societal issues. In this course, I ask you to consider the decisions that you make about food anew and, in doing so, understand the relationship between the individual and society more thoroughly.

Throughout, we will combine in-class assignments with field trips and active learning experiences to bring these issues to the fore. A central part of the course will involve studying and working with community-based organizations to study the food environment in Montreal.

The course will provide the student with the necessary knowledge to pursue more specific or advanced courses in sociology at either the CEGEP or university level.

**ELEMENTS OF THE COMPETENCY (022U):** This course will enable students:

- 1) to devise a work plan;
- 2) to employ knowledge that is useful for this project;
- 3) to apply the acquired knowledge to this project;
- 4) to produce the project.

**OBJECTIVES:** The following content corresponds to the elements and performance criteria for the course:

- 1) Elaboration of the content and form of the work plan.
- 2) Correct use of the acquired knowledge.
- 3) Relevant application of the acquired knowledge.
- 4) Coherent final project.

**STANDARDS:** In order to pass the course, you must demonstrate adequate knowledge in the areas described by the objectives and **earn a minimum grade of 60% overall.**

**TEACHING METHODS:** Lectures, multi-media presentations, class discussions, small group work.

*Lectures will often include material, which cannot be found in the readings. Regular attendance and taking notes in class are essential to success in this course.*

#### **GRADE DISTRIBUTION SCHEME:**

<i>Activity</i>	<i>Percentage</i>
Participation, in-class quizzes	25%
Research Project Proposal, Plan & Vernissage	20%
Final research project	40%
Group Assignments	15%

**\*\*\*Students MUST earn a grade of AT LEAST an average of 60 percent for participation and group assignments in order to pass this course.**

#### **SUMMATIVE ASSESSMENT**

The final research project, due one week after the final class, constitutes the *summative assessment* for this course. The summative assessment constitutes the criteria by which you are assessed on the competencies for this course. Students must pass the summative assessment to pass this course by achieving *at least* a 60 percent on the final project.

## DESCRIPTION OF ASSIGNMENTS & PARTICIPATION:

### Participation (25%):

This is an advanced class aimed at developing critical thinking and engagement on the sociology of food. As such, its success or failure weighs more heavily on student engagement, debate, and discussion than introductory classes. It is imperative, therefore, that you come to class prepared to discuss the readings. In addition, there will be a variety of in-class assignments throughout the semester (some noted in the course schedule). These constitute your participation grade. It is therefore almost impossible to make up these assignments. A significant part of your grade will consist of your engaged participation. The components of this are two-fold:

- a. *Informal writing assignments:* On the days noted in the course schedule, you will spend the **first 20 minutes** of every class in silence, responding to the assigned reading in a sociological journal. This assignment is not formal, and you will not be graded on style.
- b. *Quizzes and In-class Assignments:* For each topic we cover, you MAY be quizzed on the readings assigned for the class. You must read the assigned material BEFORE the class and come prepared for a brief quiz in the FIRST 10 MINUTES of class. These quizzes assure that you come prepared on time to class. In addition, there will be a variety of in-class assignments throughout the semester (some noted in the course schedule).

**Note:** There will be no exams in this course. However, quizzes on the readings will regularly take place. You must, therefore, be in class for quizzes on the readings and all other assignments in order to effectively participate in class. For this reason, quizzes and in-class assignments cannot be made up without a doctor's note.

### Group Assignments & Trips (15%)

On several occasions, you will have the opportunity to attend field trips during class time in Montreal as well as complete group assignments concerning the sociology of food and environment as it relates to Montreal. To do so, you will be required to work with your group independently to carry out assignments. In these cases, you and your fellow group members will assess how well the group functioned as a whole in the completion of tasks as well as each member's contribution to the group.

### Research Project (60%)

#### Final Research Project: Research Project and Poster Presentation

You will complete a research project on a topic of your choice related to food and the urban environment as part of this class. You will have the opportunity, if you so choose, to participate in an active, on-going research project and contribute to our understanding of the local food system in Montreal neighbourhoods. The project consists of two parts:

- a. Research poster presentation and paper (40%): You will complete formal essay in the field of the sociology of food and/or environment as well as poster presentation to accompany it. This MUST include:
  - i. Academic, peer-reviewed research in sociology and/or relevant social science disciplines.
  - ii. A research methodology for your selected topic.
  - iii. Original research on a project or issue in Montreal (or, in special circumstances, in other areas).
  - iv. An analysis of your research data.
  - v. A research essay with *at least* six-peer reviewed articles to support your work.
  - vi. An academic poster presentation of your research project.

**\*\*In addition, students must resubmit their proposal, plan and peer reviewed work completed throughout the semester along with the final research paper and poster presentation. Together, these constitute the summative assessment.**

- b. Research Proposal, Plan & Vernissage (20%): You will submit a proposal with a plan for both peer review and approval. You will also present your findings to the class during the final exam period at a special vernissage with a poster presentation. Please note that you must submit both an electronic version of the poster and exam *as well as* a print version for the vernissage.

Note: To encourage a better understanding of academic integrity Turnitin will be used in this course. Please note that Turnitin, an internet-based plagiarism prevention tool, may keep a copy of the work submitted but does not claim ownership of the work. If you have concerns about your work being submitted to Turnitin for review, please see the teacher within the next two weeks.

**EXPLANATION OF EVALUATION:** see above

Late assignments (with the exception of in-class assignments) without dated, confirmable, written notes (from a healthcare provider, etc.) will be deducted 10% per day.

**ISEP:** *The Institutional Student Evaluation Policy (ISEP) is designed to promote equitable and effective evaluation of student learning and is therefore a crucial policy to read and understand. The policy describes the rights and obligations of students, faculty, departments, programs, and the College administration with regard to evaluation in all your courses, including grade reviews and resolution of academic grievance. ISEP is available on the Dawson website.*

**PARTICIPATION AND ATTENDANCE:** Students should refer to the Institutional Student Evaluation Policy (Section IV-C) regarding attendance. Lectures will often present material which cannot be found in the readings. You must attend all classes in order for you to succeed by acquiring the competencies associated with this course. It is important to arrive at class on time and attend all classes. Participation in class activities is expected and encouraged.

- Attendance will be taken in all classes. Lateness is defined as arriving after class attendance has been taken.
- Students are not permitted to walk in and out of class. Students who leave early (for whatever reason) must stay out for the duration of the class.
- Students who disturb the class (i.e. talk or sleep in class) will be asked to leave. Students who have been asked to leave must then contact the teacher outside of class to receive permission to rejoin the class.

**LITERACY REQUIREMENTS:** All written work must be presented in a readable manner. Assignments and papers must be presented in correct form, be well written and organized, and grammatically correct. Writing style, grammar, and presentation will be taken into account in the evaluation and grading of student work. If you have difficulty please see the Academic Skills Centre for help in improving these skills.

**ELECTRONIC DEVICES POLICY:** (cell phones, portable music players, laptops, etc.): Cell phones must be turned **off** when you are in the classroom. The teacher reserves the right to keep your cell phone on the teacher's desk if it interrupts the class. Portable music players must be turned **off** when you come into the classroom and earphones/headphones are to be removed. The use of laptops is **not** permitted in the classroom without the teacher's approval.

**ACADEMIC INTEGRITY:** Students are expected to familiarize themselves with the Dawson College policy on Cheating and Plagiarism which is contained in the Institutional Student Evaluation Policy (ISEP). This policy is also found on the Dawson website. According to ISEP, the teacher is required to report to the Sector Dean all cases of cheating and plagiarism affecting a student's grade. (ISEP Section IV-C) Plagiarism is the deliberate or accidental submission of someone else's work as your own without acknowledging the author. Cheating and plagiarism are serious offenses and may result in a grade of zero for the piece of work in question, or a grade of zero in the course if circumstances warrant.

Plagiarism includes but is not limited to:

- copying, downloading, or including a phrase, a sentence, or a longer passage from a source and submitting it as your own;
- changing words or phrases but keeping the rest of the sentence;
- summarizing or paraphrasing someone else's ideas without a proper citation;
- submitting as your own work any material that was bought, copied or written by someone else.

Cheating includes but is not limited to:

- allowing another student to copy your work;
- copying another student's work;
- unauthorized use of notes during tests;
- falsifying references.

*Every instance of cheating or plagiarism leading to a resolution that impacts a student's grade must be reported, with explanation, in writing, to the appropriate Dean. (ISEP Section V-A)*

**STUDENT CONDUCT:** Everyone has the right to a safe and non-violent environment. Students are obliged to conduct themselves as stated in the Student Code of Conduct and in the ISEP section on the roles and responsibilities of students. (ISEP Section II-D)

This class will engage with controversial and sometimes sensitive material. Respect for all viewpoints is encouraged. Racist, sexist, homophobic, ableist or otherwise hateful language will not, however, be tolerated, and harassment inside or outside the classroom will result disciplinary action.

**INTENSIVE COURSE CONFLICTS:** If a student is attending an intensive course, the student must inform the teacher, within the first two (2) weeks of class, of the specific dates of any anticipated absences.

**POLICY ON RELIGIOUS OBSERVANCES:** Students observing religious holidays must inform their teachers, in writing, as prescribed in the ISEP Policy on Religious Observances, no later than the end of the second week of the impacted semester or term. This applies both to the semester or term, as well as to any final examination period. (ISEP Section IV-D)

**CLASSMATE CONTACTS:** It may be helpful for you to take down the names and email coordinates of some of your classmates.

Name 1:

Name 2:

Email 1:

Email 2:

**TENTATIVE SCHEDULE OF ASSESSMENT ACTIVITIES AND COURSE CONTENT**

<b>Date/Week/ Topic</b>	<b>Lectures/Readings</b>	<b>Activities &amp; Assignment Schedule: Course</b>
<b>August 22, 2019</b>	Introduction to the course, course outline, requirements What is sociology of food? How do we understand it in Montreal? Why do we care?	Participation: Montreal Neighbourhoods
<b>August 26, 2019</b>	The Sociological Imagination What is our relationship to food and the environment?	Reading: C. Wright Mills, <i>The Sociological Imagination</i>  Aunio, "Can homegrown food win the climate change war?"  Informal Writing: Food as a social issue
<b>August 29, 2019</b>	Cities, Food, Sustainability and Justice: Montreal's Sustainability/Food Plans	Reading: Food Systems UN Food Policy Choosing your neighborhood
<b>September 2, 2019</b>	No classes Labour Day!	
<b>September 5, 2019</b>	Planting the Garden: Rooftop Gardens planting (wear appropriate clothing!) Meet at the Theatre garden	Reading: Food Systems What does a sustainable food system look like?  Participation: Gardening!!
<b>September 9, 2019</b>	Group Walk: Your neighborhood Designing your neighborhood	Jane Jacobs, Introduction <i>The Death and Life of Great American Cities</i>  Participation: Neighborhoods, Jacobs, and sustainability

<b>September 12, 2019</b>	<p>The City Beautiful Movement</p> <p>The city, food and Environment Meet at Mount Royal (weather permitting)</p>	<p>Reading: Beveridge, Mount Royal in the Works of Frederick Law Olmsted</p> <p>Reading: Jacobs, On Parks</p> <p>Walk on Mount Royal</p>
<b>September 16, 2019</b>	Group Walk: Your Neighborhood	<p>Reading: Hannah Whitman, Food Sovereignty: A New Rights Framework for Food and Nature?</p>
<b>September 19, 2019</b>	Sustainability, Food and Montreal: Peer review and mini-presentations	Montreal neighborhoods
<b>September 23, 2019</b>	Group review (class cancelled)	
<b>September 26, 2019</b>	<p>Topics in Food Systems: Food Insecurity</p> <p>Group Project 1</p>	<p>Reading: Food Insecurity in Canada</p> <p>Group Project 1 with adjustments due</p> <p>Proposal instructions distributed</p>
<b>September 30, 2019</b>	Topics in Food Systems: Food Sovereignty	Reading: Bell and Standish
<b>October 3, 2019</b>	Research Methods for your project	Reading: Measuring the Food Environment
<b>October 7, 2019</b>		Peer Review

	Peer Review: Project proposals	Due: Project Proposal
<b>October 10, 2019</b>	Individual Meetings	Proposals returned during individual meetings
<b>October 14, 2019</b>	<b>Thanksgiving Day</b> <b>No classes</b>	
<b>October 17, 2019</b>	Group (Re)Selection & Applied Methods Group Assignment 2	Reading: Wendy Mendes, Municipal Governance and Urban Food Systems Developing a Food Plan for your neighborhood
<b>October 21, 2019</b>	Local Food Policy: Applying research and ideas : Group (Mini)-Presentations	Mini group Assignment due: Neighborhoods and Plans
<b>October 24, 2019</b>	The Research Process: Thinking about Methodology	Reading: Introduction to Practical Research & Research Methods Group Participation: Research Methodologies  Reading: Individual article Participation: Research Methodology
<b>October 28, 2019</b>	Harvesting Ideas: Making a meal	Reading: Michael Pollan, <i>Cooked</i>  Informal Writing: Harvesting and Cooking
<b>October 31, 2019</b>	Peer Review: Research Methodologies	Peer Review Due: Research Methodology



<b>November 4, 2019</b>		
<b>November 7, 2019</b>	Individual Meetings & Out in the Field Collecting Data	Note: You MUST meet with me individually at LEAST once during the data collection period.
<b>November 11, 2019</b>	Individual Meetings & Out in the Field Collecting Data	
<b>November 14, 2019</b>	Individual Meetings & Out in the Field Collecting Data	
<b>November 18, 2019</b>	Group & Individual Research Projects Refining Results	Reading: Research Analysis Participation: Research Analysis
<b>November 21, 2019</b>	Workshop: Research Poster	Research Poster & Groups Potential Third Group project
<b>November 25, 2019</b>	Individual Research Project & Teams	Research project: Combining Your results Full Paper due!
<b>November 28, 2019</b>	Presenting your Results: Group Projects	Posters and policy: Revisiting your proposal, the literature and your topics Due: Full draft of your research poster
<b>December 2, 2019</b>	Presenting Your Results: Group Mini-Presentations	Mini group assignment due (done in class)

<b>December 5, 2019</b>	Final Revisions	Workshop in class (if needed)
<b>December 9, 2019 Last day of classes</b>	Vernissage: Final Research Posters	Individual Research Poster due.