

Term Information

Effective Term Spring 2019

General Information

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3101
Course Title Food & Gender
Transcript Abbreviation Food & Gender
Course Description If you are what you eat, then food is a means for understanding gender, sexuality, culture, society, race, and socioeconomic class. This class explores feminist studies of food. By thinking through food, we explore such topics as vegetarianism, diets, pleasure, farming, hunger, fat studies, boycotts, eating disorders, waste, and culinary heritage. This class is literally food for thought.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Articulate how food production and consumption are matters of gender, sexuality, race, and class.
- Recognize how food is not just food; that food is a window into personal histories, cultural values about gender, race, class, commodity chains, and the current state of the planet.

Content Topic List

- Food & Gender
- Food & Sexuality
- Food & Race
- Food & Culture
- Food & Socioeconomic class
- Production and consumption of food
- Buying and preparing food
- Cultural attitudes about bodies
- Vegan & Vegetarianism
- Diets
- Pleasure
- Farming
- Hunger
- Fat Studies
- Boycotts
- Eating Disorders
- Waste
- Culinary Heritage

Sought Concurrence

Yes

Attachments

- 3101 AEDE Concurrence Request.pdf: AEDE Concurrence
(Concurrence. Owner: Stotlar,Jacqueline Nicole)
- WGSST 3101 Concurrence List.docx: Concurrence Sought List
(List of Depts Concurrence Requested From. Owner: Stotlar,Jacqueline Nicole)
- Curriculum Map - All Courses.xlsx: Full WGSST curriculum map with 3101
(Other Supporting Documentation. Owner: Stotlar,Jacqueline Nicole)
- Curriculum Map - UG Major.xlsx: Major WGSST curriculum map with 3101
(Other Supporting Documentation. Owner: Stotlar,Jacqueline Nicole)
- 3101 Geography Concurrence.pdf: Geography Concurrence
(Concurrence. Owner: Stotlar,Jacqueline Nicole)
- 3101 Comp Studies Concurrence.pdf: Comparative Studies Concurrence
(Concurrence. Owner: Stotlar,Jacqueline Nicole)
- WGSST 3101 Parrenas Syllabus (SP19) updated.docx: 3101 Syllabus
(Syllabus. Owner: Stotlar,Jacqueline Nicole)
- 3101 Anthropology Revised Concurrence Confirmation.pdf: Final Anthropology Concurrence
(Concurrence. Owner: Stotlar,Jacqueline Nicole)

Comments

- Hi Jackie, Could you please help us out here? Please remove previous iterations of the syllabus. Also, there seems to be some back and forth with Anthro that is uploaded here. Please only keep their final concurrence that goes with the final version of the syllabus. The panel would find it confusing to have to read through intra/interdepartmental negotiations. *(by Vankeerbergen,Bernadette Chantal on 09/18/2018 02:31 PM)*
- An exchange between the instructor and Anthropology clarifying concurrence status has been added, along with a revised syllabus addressing Anthropology's concerns. *(by Stotlar,Jacqueline Nicole on 09/14/2018 02:14 PM)*
- I believe that this course would move forward with less resistance/questioning if there were evidence of how Anthropology responded to WGSST's rebuttal. Please document whether or not a dialogue/ exchange occurred as that would be supportive. *(by Heysel,Garett Robert on 09/13/2018 07:02 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar,Jacqueline Nicole	09/05/2018 12:46 PM	Submitted for Approval
Approved	Winnubst,Shannon	09/05/2018 12:56 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	09/13/2018 07:02 PM	College Approval
Submitted	Stotlar,Jacqueline Nicole	09/14/2018 02:14 PM	Submitted for Approval
Approved	Winnubst,Shannon	09/16/2018 05:46 PM	Unit Approval
Approved	Heysel,Garett Robert	09/16/2018 09:20 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/18/2018 02:32 PM	ASCCAO Approval
Submitted	Stotlar,Jacqueline Nicole	09/18/2018 02:35 PM	Submitted for Approval
Approved	Winnubst,Shannon	09/18/2018 03:23 PM	Unit Approval
Approved	Heysel,Garett Robert	09/24/2018 10:33 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	09/24/2018 10:33 AM	ASCCAO Approval



SYLLABUS: WGSST 3101

FOOD & GENDER

SPRING 2019

Course overview

Classroom Information

Format of instruction: Lecture

Meeting Days/Times: Tuesday/Thursday, 9:35AM - 10:55AM

Location: TBD

Instructor

Instructor: Professor Juno Parreñas

Email address: parrenas.1@osu.edu

Phone number:

Office hours: Dulles Hall 308C, Tuesdays 12:30pm-2pm (book online: parrenas.youcanbook.me)

Course description

If you are what you eat, then food is a means for understanding gender, ~~and~~ sexuality, culture, society, race, and socioeconomic class?. This class explores feminist studies of food. The questions we will address include the following: How areis the production and consumption of food gendered and racialized matters of gender, race, and class? How does buying and preparing food serve as examples of how we perform gender and encounter gender expectations? When we talk about food, how are we expressing ~~our cultural~~ gendered attitudes about our bodies? By thinking through food, we explore such topics as vegetarianism, diets, pleasure, farming, hunger, fat studies, boycotts, eating disorders, and culinary heritage with the lens of intersectional feminism. This class is literally food for thought.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Articulate how food production and consumption are matters of gender, sexuality, race, and class.
- Recognize how food is not just food; that food is a window into personal histories, cultural values about gender, race, class, commodity chains, and the current state of the planet.

Course materials

Required

1. Octavia Butler's *Parable of the Sower* (Earthseed #1), print, OSU Bookstore or OSU Library
2. All other readings will be available on Carmen. If for some reason the website is down, there is enough information on each reading for you to be able to locate them using WorldCat@OSU. I will also make important announcements and reminders on the website. Please make sure your settings include receiving messages whenever the site has an announcement.

Grading and instructor response

Grades

Assignment or category	Percentage
Daily question posting	40
Participation in class	20
Final Exam or research paper	40
Total	100

The daily questions that you are posing and posting are not just trivial questions about the reading (e.g. 'How many shoes were produced in that factory?'). Instead, try to pose a question or questions that get to the concepts that drive the text and compel you to respond (e.g. Michael Hathaway talks about globalization through the Chinese idiom that means "wind." Wind goes in multiple directions, not just West to East or North to South, but rather back and forth. How does this metaphor work when we think about new forms of Chinese capitalism? If wind is literally ephemeral, how can we talk then about lasting changes or devastation that development can sometimes bring--such as the building of the Three Gorges Dam?). The purpose of this exercise is to engage the readings as a scholar. On the days that we are reading

more than one text, you may write about them in conversation with each other or alone. This exercise entails real intellectual labor; hence it counts for a significant portion of the course grade. Please submit these questions online on the course discussion forum. Your postings should be no more than one paragraph. They should be posted on the discussion forum of the course website by 9am the day readings are due.

There are two options for the final assignment, either an exam or a research paper. The final exam is a take-home exam and will consist of short essays addressing themes from the course. It will require citations, including page numbers. I personally prefer Chicago author-date, but will accept any citation format as long as you are consistent. There is an option to write a research paper instead of a final exam. The research paper could draw from the rare books and manuscript collection. You would need to consult with me in advance about the possibility of writing a research paper.

See course schedule, below, for due dates

Late assignments

Late assignments will not receive full credit. Each late day, including the days that fall on weekends, will drop 10% of the original grade.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course.

Contact Preference

Please sign up for office hours through the website, <http://Parrenas.youcanbook.me>. I am usually available for quick questions after class. I can also be emailed.

Grading and feedback

For large assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **36 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

If you have 3 unexcused absences, you will automatically fail the class. Participation includes participating in classroom exercises such as discussing, listening, note-taking, and writing reflections.

Discussion and communication guidelines

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Correspondence to me should be formally addressed, using my title of either Professor or Doctor.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Course schedule

Unit	Dates	Topics, Readings, Assignments, Deadlines
1: Food, Gender, & Power	1/8	Introductions: What's your favorite food and why? What makes it food?

		What processes enabled that food to become food? How might food be gendered?
1: Food, Gender, & Power	1/10	Food, Gender, Power (Japanese Mothers and Obentos): Allison, Anne. 1991. "Japanese Mothers and Obentōs: The Lunch-Box as Ideological State Apparatus". <i>Anthropological Quarterly</i> . 64 (4): 195-208. These Parents Make Lovely Lunch Bag Art. Not Everyone Is Pleased
1: Food, Gender, & Power	1/15	BMI is Baloney!: Greenhalgh, Susan. 2012. Weighty subjects: The biopolitics of the U.S. war on fat. <i>American Ethnologist</i> , 39: 471–487. Optional: Guthman, Julie. 2013. "Fatuous measures: the artifactual construction of the obesity epidemic". <i>Critical Public Health</i> . 23 (3): 263-273. Documentary in class: <i>Nothing to Lose</i>
2: Plantations	1/17	Slave Sugar: Boycotts and Ongoing Legacies: Midgley, Clare. 1996. "Slave sugar boycotts, female activism and the domestic base of British anti-slavery culture". <i>Slavery & Abolition</i> . 17 (3): 137-162. EXHIBIT VIEWING IN CLASS: Kara Walker's Domino Sugar Installation FILM IN CLASS: Sugar Cane Alley
2: Plantations	1/22	Aftermath of Slavery: Boa, Sheena. "Experiences of Women Estate Workers during the Apprenticeship Period in St Vincent, 1834–38: The Transition from Slavery to Freedom." <i>Women's History Review</i> 10, no. 3 (January 3, 2001): 397. FILM IN CLASS: Sugar Cane Alley, continued
2: Plantations	1/24	Pesticides and Toxicity: Carson, Rachel. <i>Silent Spring</i> . Chapters 1-3. FILM IN CLASS: <i>Chemical Conundrums</i>
2: Plantations	1/29	Food as a Gendered Commodity Chain: Barndt, Deborah. 2001. " On the Move for Food: Three Women Behind the Tomato's Journey". <i>Women's Studies Quarterly</i> . 29 (1): 131-143. Marosi, Richard. Product of Mexico. <i>Los Angeles Times</i> . December 12, 2014. [Website] http://graphics.latimes.com/product-of-mexico-stores/ Optional: De León, Jason. Introduction. <i>The Land of Open Graves: Living and Dying on the Migrant Trail</i> . Berkeley: University of California Press.

		Documentary in class: Frontline: Rape in the Fields
2: Plantations	1/31	More Feminist Perspectives on Carcinogenic Pesticides: Moraga, Cherie. <i>Heroes and Saints</i> .
2: Plantations	2/5	More Feminist Perspectives on Carcinogenic Pesticides, continued: Agard-Jones, Vanessa. "Bodies in the System" <i>Small Axe: A Caribbean Journal of Criticism</i> . 17(3): 182-192. The Play! Staging Cherie Moraga's <i>Heroes and Saints</i> in Class.
3: Consumption	2/7	Gender Ideologies in Cookbooks: FIELD TRIP: Rare Books and Manuscripts Library at Thompson Library! http://go.osu.edu/RBMSclassvisit
3: Consumption	2/12	Memories of Mothers in the Kitchen: Smith, Christopher Holmes. 2001. "Freeze Frames: Frozen Foods and Memories of the Postwar American Family." <i>In Kitchen Culture in America</i> . Philadelphia: U Penn Press. Pollan, Michael. 2009. "Out of the Kitchen, Onto the Couch," <i>New York Times</i> : July 29. Deutsch, Tracey. 2011. "Memories of Mothers in the Kitchen". <i>Radical History Review</i> . 2011 (110).
3: Consumption	2/14	Kitchen Culture in America: Parkin, Katherine. 2001. "Campbell's Soup and the Long Shelf Life of Traditional Gender Roles" <i>In Kitchen Culture in America</i> . Philadelphia: U Penn Press. Endrijonas, Erika. 2001 Processed Foods from Scratch. <i>In Kitchen Culture in America</i> . Philadelphia: U Penn Press.
3: Consumption	2/19	The Sexual Politics of Meat Adams, Carol J. 1990. Excerpts. <i>The sexual politics of meat: a feminist-vegetarian critical theory</i> . New York: Continuum.
3: Consumption	2/21	Race, Gender, and Veganism: Bailey, Cathryn. 2007. "We Are What We Eat: Feminist Vegetarianism and the Reproduction of Racial Identity". <i>Hypatia</i> . 22 (2): 39-59. Harper, Breeze. "Race as a "Feeble Matter" in Veganism: Interrogating whiteness, geopolitical privilege, and consumption philosophy of "cruelty-free" products" <i>Journal of Critical Animal Studies</i> . 8(3): 5-27. Film: Soul Food Junkies
3: Consumption	2/26	Nourishing Indigestion: Ghassem-Fachandi, Parvis. 2009. "The Hyperbolic Vegetarian: Notes on a Fragile Subject in Gujarat" <i>In Being There: The Fieldwork Encounter and Making the Truth</i> . Berkeley and London: University of California Press. Haraway, Donna. 2008. Excerpt from Chapter 12: Parting Bites: Nourishing Indigestion. <i>When Species Meet</i> . Minneapolis: U

		Minnesota Press. [Begin with "I offer a second parting bite."] Miller, Michael. 2015 " A mob in India just dragged a man from his home and beat him to death – for eating beef " <i>Washington Post</i>
4: Agricultural (Re)Production	2/28	Breeders and Breeding: Rosenberg, Gabriel. 2016. " Fetishizing Family Farms. " <i>Boston Globe</i> . April 10. Rosenberg, Gabriel N. 2016. "A Race Suicide among the Hogs: The Biopolitics of Pork in the United States, 1865-1930". <i>American Quarterly</i> . 68 (1). Documentary at home: <i>A Meaty Issue</i>
4: Agricultural (Re)Production	3/5	Harnessing Sexual Reproduction for Agriculture (and Agriculture as Sanctioned Killing): <i>Bear, Laura, Ho, Karen, Tsing, Anna and Yanagisako, Sylvia.</i> "Generating Capitalism." <i>Theorizing the Contemporary, Cultural Anthropology website</i> , March 30, 2015. https://culanth.org/fieldsights/650-generating-capitalism <i>Heatherington, Kregg.</i> "When Plants Farm Themselves." <i>Theorizing the Contemporary, Cultural Anthropology Website.</i> July 26, 2018. https://culanth.org/fieldsights/1509-when-plants-farm-themselves
4: Agricultural (Re)Production	3/7	Milk as a Gendered Substance: Hustak, Carla. "Milk" <i>In Macmillan Interdisciplinary Handbooks on Gender: Animals.</i> Kristeva, Julia. Excerpt from <i>Powers of Horror.</i>
4: Agricultural (Re)Production	3/19	Milk Men: Lequieu, Amanda McMillan. 2015. "Keeping the Farm in the Family Name: Patrimonial Narratives and Negotiations among German-Heritage Farmers." <i>Rural Sociology</i> 80, no. 1: 39-59. Documentary: Milk Men
4: Agricultural (Re)Production	3/21	The Parallel Lives of Women and Cows: Halley, Jean O'Malley. 2012. <i>The Parallel Lives of Women and Cows.</i> London: Palgrave. Excerpt.
4: Agricultural (Re)Production	3/26	FIELD TRIP: Waterman Dairy! 433 Carmack Road, Columbus, OH 43210. West campus. Biosecurity Form required (Don't show up sick!)
5: Famine & the Anthropocene	3/28	Third World Problems are First World Problems: Cliggett, Lisa 2005. Chapters 1 and 3. <i>Grains from grass: aging, gender, and famine in rural Africa.</i> Ithaca, N.Y.: Cornell University Press. Film in class: Global Dimming Chou, Sophie. 2017. " Drought Doesn't Cause Famine. People "

		Do. Public Radio International: The World. March 7.
5: Famine & the Anthropocene	4/2	A Feminist Approach to the Anthropocene: Tsing, Anna. Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins, Part I Todd, Zoe. "Relationships." <i>Theorizing the Contemporary, Cultural Anthropology website, January 21, 2016.</i> https://culanth.org/fieldsights/799-relationships Anna Tsing's lecture online: A Feminist Approach to the Anthropocene: Earth Stalked By Man
5: Famine & the Anthropocene	4/4	Nourishing Feminist Futures: Butler, Octavia. Parable of the Sower. Part I How can you survive the end of the world that you know?
5: Famine & the Anthropocene	4/9	Nourishing Feminist Futures, continued: Butler, Octavia. Parable of the Sower. Part II How might fires be a parable or allegory?
5: Famine & the Anthropocene	4/11	Nourishing Feminist Futures, continued: Butler, Octavia. Parable of the Sower, Part III Who has rights to food? What should the relationship be between food and money?
5: Famine & the Anthropocene	4/16	Nourishing Feminist Futures, continued: Butler, Octavia. Parable of the Sower, Part IV Who has access to water? Bowles, Nellie. 2017. "Unfiltered Fervor: The Rush to Get off the Water Grid." New York Times. December 29.
5: Famine & the Anthropocene	4/18	Final discussion and class party! Take Home Finals are due April 26, 2018 by 11:45pm

Other course policies

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources’ always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accommodations for accessibility

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Student Support Policies and Resources

Mental Health Services. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability

to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Title IX. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

Recovery Support. The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit go.osu.edu/recovery or email recovery@osu.edu for more information.

Student Advocacy. The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

OSU Writing Center. The OSU Writing Center offers free tutoring to students (grad and undergrad) and is located at 475 Mendenhall Lab. You can obtain more information about the Center [online](#) or call 614-688-4291.

WGSST 3101 Concurrence Sought:

- Anthropology
 - Date requested: 8/3/18
- Agricultural, Environmental & Development Economics
 - Date requested: 8/3/18
- Comparative Studies
 - Date requested: 8/3/18
- Geography
 - Date requested: 8/3/18

From: [Roe, Brian](#)
To: [Cole, Sarah](#)
Cc: [Stotlar, Jackie](#); [Parrenas, Juno S.](#)
Subject: RE: Seeking concurrence for WGSST 3101: Food & Gender
Date: Monday, August 6, 2018 5:19:22 AM
Attachments: [image001.png](#)

I would offer concurrence from AEDE.

Thanks for sharing and looks interesting!

Brian

From: Cole, Sarah
Sent: Friday, August 03, 2018 3:12 PM
To: Roe, Brian <roe.30@osu.edu>
Cc: Stotlar, Jackie <stotlar.1@osu.edu>; Parrenas, Juno S. <parrenas.1@osu.edu>
Subject: FW: Seeking concurrence for WGSST 3101: Food & Gender

Brian- Please see below and attached for a concurrence request for a new course called Food and Gender (Jackie and Dr. Parrenas are the contacts for the WGSST department)

Jackie and Dr. Parrenas – Brian is the chair of our undergraduate program and corresponding committee so he would be the most appropriate person to make the call on this!

Thanks,

Sarah Cole

From: Stotlar, Jackie
Sent: Friday, August 3, 2018 3:04 PM
To: Cole, Sarah <cole.681@osu.edu>
Cc: Parrenas, Juno S. <parrenas.1@osu.edu>
Subject: Seeking concurrence for WGSST 3101: Food & Gender

Hi Sarah,

I'm reaching out today with a concurrence request for a new course, WGSST 3101: Food & Gender, taught by Dr. Juno Parrenas (cc'ed here). Would you please pass along this concurrence request or direct me to the most appropriate faculty members in your department to review the request? I've attached the projected syllabus and a concurrence request form for Agricultural, Environmental & Development Economics to fill out and return. While the form requests a response within two weeks, I felt it was appropriate to extend into September. We are hoping to offer the course SP19, so our goal is to submit the course request to the ASC Curriculum Committee by early September.

Please let me know if I can answer any questions. Thank you for your assistance!

Best,
Jackie



Jackie Stotlar, MA

Pronouns: she, her, hers

Academic Program Coordinator

College of Arts and Sciences Department of Women's, Gender and Sexuality Studies

286G University Hall, 230 N. Oval Mall, Columbus, OH 43210

614-292-1268 Office

stotlar.1@osu.edu wgss.osu.edu

Past President, [AGPA](#)

From: [Munroe, Darla](#)
To: [Stotlar, Jackie](#)
Cc: [Carducci, Diane](#)
Subject: Re: Seeking concurrence for WGSST 3101: Food & Gender
Date: Wednesday, August 29, 2018 10:15:07 AM
Attachments: [image001.png](#)

Dear Jackie

Sorry for the delay. Geography is in concurrence.

Darla Munroe

On Aug 27, 2018, at 4:40 PM, Stotlar, Jackie <stotlar.1@osu.edu> wrote:

Hi Diane,

I wanted to follow up to see if you've been able to look at the concurrence request for WGSST 3101 at all. I'd like to submit the course by next Tuesday, Sept. 4. Thank you for your time.

Best,

Jackie

<image001.png>

Jackie Stotlar, MA

Pronouns: she, her, hers

Academic Program Coordinator

College of Arts and Sciences Department of Women's, Gender and Sexuality Studies

286G University Hall, 230 N. Oval Mall, Columbus, OH 43210

614-292-1268 Office

stotlar.1@osu.edu wgss.osu.edu

Past President, [AGPA](#)

From: Naber, Caitlin

Sent: Monday, August 6, 2018 4:00 PM

To: Stotlar, Jackie <stotlar.1@osu.edu>

Cc: Munroe, Darla <munroe.9@osu.edu>; Carducci, Diane <carducci.1@osu.edu>

Subject: FW: Seeking concurrence for WGSST 3101: Food & Gender

Hi Jackie,

Thanks, Diane Carducci (cc'd) generally handles concurrence requests for the department.

Best,

<image001.png>

Caitlin Naber

Program Coordinator

Pronouns: she, her, hers

College of Arts and Sciences Department of Geography
1036 Derby Hall, 154 North Oval Mall, Columbus, OH 43210
614-688-2578 Office
naber.10@osu.edu geography.osu.edu

From: Stotlar, Jackie

Sent: Friday, August 3, 2018 3:04 PM

To: Naber, Caitlin <naber.10@osu.edu>

Cc: Parrenas, Juno S. <parrenas.1@osu.edu>

Subject: Seeking concurrence for WGSST 3101: Food & Gender

Hi Caitlin,

I'm reaching out today with a concurrence request for a new course, WGSST 3101: Food & Gender, taught by Dr. Juno Parrenas (cc'ed here). Would you please pass along this concurrence request or direct me to the most appropriate faculty members in your department to review the request? I've attached the projected syllabus and a concurrence request form for Geography to fill out and return. While the form requests a response within two weeks, I felt it was appropriate to extend into September. We are hoping to offer the course SP19, so our goal is to submit the course request to the ASC Curriculum Committee by early September.

Please let me know if I can answer any questions. Thank you for your assistance!

Best,

Jackie

<image001.png>

Jackie Stotlar, MA

Pronouns: she, her, hers

Academic Program Coordinator

College of Arts and Sciences Department of Women's, Gender and Sexuality Studies
286G University Hall, 230 N. Oval Mall, Columbus, OH 43210
614-292-1268 Office
stotlar.1@osu.edu wgss.osu.edu
Past President, [AGPA](#)

The Ohio State University Colleges of the Arts and Sciences Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Initiating Academic Unit	Date
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Book 3 Listing (e.g., Portuguese)

Course Number	Title	Level	Credit Hours
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Type of Request:	New Course	Course Change	Course Withdrawal	Other
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Academic unit asked to review the request

Date response is needed (within two weeks of above date)

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Signatures

1. Name	Position	Unit	Date
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2. Name	Position	Unit	Date
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3. Name	Position	Unit	Date
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From: [Gremillion, Kristen](#)
To: [Cohen, Jeffrey](#); [Stotlar, Jackie](#)
Cc: [Parrenas, Juno S.](#)
Subject: RE: Food and Gender concurrence
Date: Friday, September 14, 2018 2:02:15 PM
Attachments: [image002.png](#)
[image003.png](#)

I agree. Concurrence is granted!

Best,

Kris



THE OHIO STATE UNIVERSITY

Kristen J. Gremillion

Professor and Chair

College of the Arts and Sciences Department of Anthropology
4034 Smith Laboratory, 174 West 18th Avenue, Columbus, OH 43210
614-292-4388 Office
gremillion.1@osu.edu anthropology.osu.edu

From: Cohen, Jeffrey
Sent: Friday, September 14, 2018 1:49 PM
To: Gremillion, Kristen <gremillion.1@osu.edu>; Stotlar, Jackie <stotlar.1@osu.edu>
Subject: FW: Food and Gender concurrence

Hi Kris, Jackie, Juno's revisions to this class are exceptionally strong. I fully support it, and recommend as a department we support the class and concurrence as well.

Best wishes

Jeff



THE OHIO STATE UNIVERSITY

Jeffrey H. Cohen, PhD
Professor, Department of Anthropology, College of the Arts and Sciences
4034 Smith Laboratory | 174 W. 18th Ave. Columbus, OH 43210-1106
614-247-7872 Office | 614-292-4155 Fax
cohen.319@osu.edu

Now out, Eating Soup without a Spoon: Anthropological Theory and Method in the Real World
<http://utpress.utexas.edu/index.php/books/cohen-eating-soup-without-a-spoon>
<https://anthropology.osu.edu/people/cohen.319>

From: Parrenas, Juno S.
Sent: Friday, September 14, 2018 1:34 PM

To: Cohen, Jeffrey <cohen.319@osu.edu>

Cc: Gremillion, Kristen <gremillion.1@osu.edu>; Stotlar, Jackie <stotlar.1@osu.edu>

Subject: Food and Gender concurrence

Dear Jeff,

I am so glad that we got to meet and discuss Food and Gender, the course that I'd like to teach in the Spring, which I'm seeking to add to the books as WGSS 3101.

The updated syllabus is in direct response to your feedback, Jeff. The introduction of the syllabus now more clearly shows its unique contribution to OSU's curriculum as one that is explicitly about gender and sexuality. The daily headings are also more clearly underscoring topics in women's, gender, and sexuality studies.

If you, Jeff, could send your official approval to Jackie Stotlar of WGSS, CC'd here, and if you, Prof. Kristen Gremillion in your capacity as departmental chair, could also verify your approval following Jeff's approval, that would be very much appreciated. Jackie Stotlar tells me that for me to be able to teach it next term, I will need your approval early next week. I apologize for the time sensitivity and truly appreciate your efforts. Thank you kindly!

Wishing you all the best,

Juno