

## Term Information

Effective Term Summer 2021  
*Previous Value* *Spring 2019*

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Adding a Distance Learning offering for this course

**What is the rationale for the proposed change(s)?**

In line with the University's Distance Learning initiatives, we are seeking to increase Distance Learning offerings of WGSST courses

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

None

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## 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, and are thus subjects of feminist concern.
- Recognize how food is not just food; that food is a window into personal histories, cultural values, and intersectional feminist thought 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

**COURSE CHANGE REQUEST**  
3101 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
01/07/2021

Sought Concurrence No  
*Previous Value* Yes

**Attachments**

- 3101 Parrenas Syllabus (AU19).pdf: Syllabus  
*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*
- WGSST 3101 SP21 DL.docx: DL Syllabus  
*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*
- WGSST 3101 ASC Tech Review.docx: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	01/07/2021 03:14 PM	Submitted for Approval
Approved	Winnubst, Shannon	01/07/2021 03:33 PM	Unit Approval
Approved	Haddad, Deborah Moore	01/07/2021 03:56 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	01/07/2021 03:56 PM	ASCCAO Approval



# SYLLABUS: WGSST 3101

## FOOD AND GENDER

SPRING 2021

### Course overview

#### Instructor

Instructor: Nicole Nieto, PhD

Email address: [nieto.12@osu.edu](mailto:nieto.12@osu.edu)

Office hours: By appointment via Zoom

#### 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. The questions we will address include the following: What do we consider food? How is food linked to power? How is the production and consumption of food gendered and racialized? 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 attitudes about our bodies? By thinking through food, we explore such topics as immigration, diets, eating disorders, commodification of food culture, food in film and tv, food rituals/celebrations and culinary heritage.

#### Course Outcomes

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

- Question common-sense, dominant assumptions about what seems “natural,” “timeless,” “universal,” “human,” and “normal,” by critically speaking, thinking, writing, and reading.
- Critically engage categories of social difference (such as but not limited to gender,

sexuality, race, class, language, ethnicity, nation, empire, geography, and (dis)ability) as intersectional, always shifting, and shaped by hierarchies of power.

- Understand the interconnections between the local and the global.
- Understand the ways food can be a mode in which to explore gender, race, immigration and justice.

## Course materials

### Required

- Netflix subscription
- *Gender and Food: A Critical Look at the Food System*, Shelly L. Koch (ISBN 9781442257757)
- All other readings will be posted on Carmen

### Trigger Warning

Some contents of this course may involve media/conversations that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, eating disorders, diet, racism, sexism (other -isms), acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

## Online Course Considerations

- Students will have opportunities for regular and substantive academic interactions with the course instructor
  - Weekly Carmen Announcements
  - Zoom pre-recorded lectures
  - Office hours via Zoom
  - Facilitated Carmen Discussions
- Required participation once a week monitored by the instructor
  - Weekly Carmen Discussion Posts
- There are no synchronous sessions; all lectures will be recorded
- Modules will be used weekly laying out assignments, readings, films and recorded lectures

## Course technology

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

### Necessary software

- Word processor like Microsoft Word

## Grading and instructor response

### Assignments and Grading (100 pts)

#### Discussion Posts (Participation), 40 points, 4 points each

Due:

Fridays/11:59PM

You will have **TEN** graded Carmen posts. I will indicate at the beginning of each week whether or not this will be a graded post. Questions will be posted by Monday of each week. Posts are always due by Friday at 11:59PM. You can certainly post earlier. Sometimes you will have structured questions to answer and sometimes it will be a free write where you can choose what you would like to write. **Since this is an online course these are very important.** Please plan on writing a few paragraphs. There is no set length, but it must be **substantial** and you must fully explain and share your ideas. After the first post, I will provide feedback so you know you are on the right path. There will still be online discussion posts even if they are not graded. You are expected to be present online each week.

#### Food and Gender Analysis Papers, 60 points, 20 points each

Due: TBD

You will have **THREE** 3-page papers due throughout the semester. Prompts for each paper will be posted 3 weeks before the due date. A rubric will also be posted. Like the discussion posts, these are due by 11:59PM on their due date.

If you are experiencing a delay in your work, please let me know ASAP.

## 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.

Remember that you can call **614-688-HELP** at any time if you have a technical problem.

You can find support services and privacy statements for Netflix at the following links:

- Netflix [privacy policies](#) and [support](#) center.

## Grading and feedback

For papers, you can generally expect feedback within **10 days**.

Discussion posts will generally be graded in **one week**.

## E-mail

I will reply to e-mails within **24 hours on school days**.

# Attendance, participation, and discussions

## Discussion and communication guidelines

- Be respectful in your communication
- Ask questions if you need clarification

- All posts are confidential and should not be shared with others

## Course schedule (tentative; subject to change)

Week 1 Introduction to Course and Welcome!!

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Week 13

Week 14

## 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](http://www.northwestern.edu/uacc/8cards.htm))

## Accommodations for accessibility

### Requesting accommodations

### Requesting accommodations

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](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

Go to <http://ods.osu.edu> for more information.

### Accessibility of course technology

This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Canvas accessibility \(go.osu.edu/canvas-accessibility\)](http://go.osu.edu/canvas-accessibility)
- Netflix accessibility (<https://help.netflix.com/en/node/116022>)
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))

## 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](http://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](http://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](mailto: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](http://go.osu.edu/recovery) or email [recovery@osu.edu](mailto: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/>.

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# **SYLLABUS: WGSST/3101**

## **FOOD AND GENDER**

### **FALL 2019**

## **Course overview**

### **Classroom Information**

Format of instruction: Lecture and Discussion

Meeting Days/Times: (Tuesday/Thursday 9:35 am-10:55 am)

Location: University Hall 056

### **Instructor**

Instructor: Dr. Juno Salazar Parreñas

Email address: parrenas.1@osu.edu

Office hours: book online at [Parrenas.youcanbook.me](http://Parrenas.youcanbook.me)

### **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. The questions we will address include the following: What do we consider food? How is food linked to power? How is the production and consumption of food gendered and racialized? 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 attitudes about our bodies? 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.

### **Course learning outcomes**

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

- Question common-sense, dominant assumptions about what seems “natural,” “timeless,” “universal,” “human,” and “normal,” by critically speaking, thinking, writing, and reading.

- Work and learn compassionately and collaboratively.
- Understand “feminisms” as interdisciplinary, creative, theoretical and social movements.
- Critically engage categories of social difference (such as but not limited to gender, sexuality, race, class, language, ethnicity, nation, empire, geography, and (dis)ability) as intersectional, always shifting, and shaped by hierarchies of power.
- Understand the interconnections between the local and the global.
- Recognize, analyze and critique their position and identity in society, thereby understanding the potential to imagine themselves and act creatively as feminist agents of social change.

## Course materials

### Required

Articles and chapters on Carmen course website

Articles hyperlinked on syllabus

## Grading and instructor response

### Grades

Assignment or category and due dates	Points
Food Diary (submitted with Unit 1 and 2 exams )	10
Unit 1 exam due September 5	25
Unit 2 exam due November 5	25
Group cookbook project with appendices due December 3	25
Group project presentation December 3	5
Attendance	10
Total	100

The food diary will be a place to connect theory from the class into our everyday practices. Note what you ate on the days that readings were due (Tuesdays and Thursdays). How do these foods connect to the readings? If they do not connect, why do you think that is? Submit these

food diaries with Unit 1 and 2 exams. They can be a source of inspiration for your cookbook projects later in the term.

The unit 1 exam will be a take home exam. Please type it with 1" margins and a 12-point font in Calibri or Arial. It should be no more than 5 pages. Please complete it on September 5. Please submit it to the WGSS office in 286 University Hall by the normal end time of class.

The unit 2 exam will be a take home exam. Please type it with 1" margins and a 12-point font in Calibri or Arial. It should be no more than 5 pages. Please complete it on November 5. Please submit it to the WGSS office in 286 University Hall by the normal end time of class.

The final project is a collaborative group project. By then, we will all be familiar with the ways that food production and consumption are and have been gendered. How can you create a cookbook that speaks to the multifaceted relationship between food and gender? What foods nourish feminist lives? Why might food be a source of justice, self-care, revolution, transformation, or \_\_\_\_\_?

You will work in a self-selected group between 2 to 5 participants. You will form these groups on November 7 and you will work together for the last two weeks of the course. Each group will submit a single cookbook with cover sheet, report, appendix, and bibliography. It should contain five recipes with either a large essay, up to five short essays, or a short story that actively engages the course readings with citations. Excluding the actual food recipes, these accompanying writings will be a minimum of 5 pages single-spaced. The food recipes will follow cookbook convention with an ingredient list and step by step instructions. The appendix is evidence of your collaborative work. The minimum appendix consists of at least of 1 page of a work journal from each participant. It can also include mock-ups and rough versions of final recipes. In your work journal, be reflexive and thoughtful about your own participation and contribution to the project. In short, it describes and considers the work you contributed to the group project. The coversheet must include the title of your project and it must list all of the participants/authors.

The presentation entails sharing your cookbooks with your peers in other groups. You could perhaps do this as a keynote slideshow or poster or a cookbook zine to exchange with other groups. We can check in and discuss potential formats later in the term on November 19. On the last day of class, you will turn in a paper version of your cookbooks to me.

FINAL PROJECT CHECKLIST – Due December 3
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|--|
| <ul style="list-style-type: none"> <li>○ Cover sheet: cookbook title and participants' names</li> <li>○ Cookbook: actual recipes and a minimum of 5 pages of writing</li> <li>○ Appendix: including work journals and supporting documents, such as test kitchen exercises or research fieldtrip notes; minimum of 1 page per person</li> <li>○ Bibliography: cited references to readings from the class</li> <li>○ Presentation</li> </ul> |
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## Late assignments

Late assignments will not be accepted.

## Grading scale

A (100-93): Excellent understanding of course themes, outstanding engagement, precise writing  
 A- (92.9-90): Excellent understanding of course themes, very good engagement and writing  
 B+ (89.9-87): Very good understanding of course themes, very good engagement and writing  
 B (86.9-83): Consistently good understanding of course themes, good engagement and writing  
 B- (82.9-80): Mostly good understanding of course themes, good or uneven engagement and writing  
 C+ (79.9-77): Some good understanding of course themes, good engagement and writing  
 C (76.9-73): Superficial understanding of course themes and uneven engagement and writing  
 C- (72.9-70): Incomplete understanding of course themes and uneven engagement and writing  
 D+ (69.9-67): Passing, but some serious deficiencies in understanding and engagement and/or writing  
 D (66.9-60): Passing, but many serious deficiencies in understanding and engagement and/or writing  
 E (59.9-0): Not Passing, too many serious deficiencies to receive passing credit for this course

## Instructor feedback and response time

### Contact Preference

Please book office hours online and please feel free to ask questions in person.

### Grading

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

## Attendance, participation, and discussions

### Student attendance and participation requirements

Attendance will be taken daily. If a student misses a class, it is incumbent on the student to review other students' postings to gauge how we might have discussed the materials. I will not



tutor students who missed class because of an absence. Three or more unexcused absences are grounds for automatic failure. Students are expected to fully participate in classroom exercises. These classroom exercises may include reading, analyzing, writing, and discussing.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **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.
- **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 (subject to change)

Unit	Week	Dates	Topics, Readings, Assignments
1	1a	August 20	<u>Unit 1: Food, Gender, and Embodiment</u> Introduction
1	1b	August 22	Bordo, Susan. 2014 [1993] "Reading the Slender Body" <i>In Unbearable Weight: feminism, Western culture, and the body.</i>
1	2a	August 27	Greenhalgh, Susan. 2012. Weighty subjects: The biopolitics of the U.S. war on fat. <i>American Ethnologist</i> , 39: 471–487. Documentary film in class: <i>Nothing to Lose</i>
1	2b	August 29	Burgard, Deb. 2009 'What is "Health at Every Size"?' The Fat Studies Reader. <a href="https://www.cntraveler.com/story/the-dessert-in-paris-that-allowed-me-to-finally-enjoy-eating-in-public">https://www.cntraveler.com/story/the-dessert-in-paris-that-allowed-me-to-finally-enjoy-eating-in-public</a>

1	3a	September 3	Boero, Natalie. 2009. Chapter 12: Fat Kids, Working Moms, and the "Epidemic of Obesity" <i>The Fat Studies Reader</i>
1	3b	September 5	4S CONFERENCE – Take home exam with food diary
2	4a	September 10	<p><u>Unit 2: Food Production</u></p> <p>Food as a Gendered Commodity Chain</p> <p>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.</p> <p>In class: Marosi, Richard. Product of Mexico. <i>Los Angeles Times</i>. December 12, 2014. [Website]  <a href="http://graphics.latimes.com/product-of-mexico-stores/">http://graphics.latimes.com/product-of-mexico-stores/</a></p>
2	4b	September 12	<p>Sugar:</p> <p>Slave Sugar: Boycotts and Ongoing Legacies</p> <p>Midgley, Clare. 1996. "Slave sugar boycotts, female activism and the domestic base of British anti-slavery culture". <i>Slavery &amp; Abolition</i>. 17 (3): 137-162.</p> <p>EXHIBIT VIEWING IN CLASS: Kara Walker's Domino Sugar Installation</p> <p>Review of Unit 1 exam</p>
2	5a	September 17	<p>Sugar: Aftermath of Slavery</p> <p>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.</p>
2	5b	September 19	<p>Sugar, Colonialism, and Industrialism</p> <p>Documentary in class: <a href="#">Bad Sugar</a></p> <p>Esquibel, C. R., and L. Calvo. 2013. Decolonize Your Diet. <i>nineteen sixty nine: an ethnic studies journal</i> 2 (1).</p> <p>Johnston, Zach. 2016. "The Story of Frybread- From Cheap Staple to Cultural Touchstone." <a href="https://uproxx.com/life/fry-bread-food-origin/3/">https://uproxx.com/life/fry-bread-food-origin/3/</a></p>
2	6a	September 24	<p>Plantations, Pesticides, and Toxicity</p> <p>Carson, Rachel. <i>Silent Spring</i>. Chapters 1-3.</p> <p>FILM IN CLASS: <i>Chemical Conundrums</i></p>
2	6b	September 26	Agard-Jones, Vanessa. "Bodies in the System" <i>Small Axe: A Caribbean Journal of Criticism</i> . 17(3): 182-192.
2	7a	October 1	Moraga, Cherie. 1994. <i>Heroes and Saints</i> . Albuquerque: West End

			Press. Act 1 <a href="https://www.npr.org/sections/thesalt/2018/07/31/634442195/when-the-u-s-government-tried-to-replace-migrant-farmworkers-with-high-schoolers">https://www.npr.org/sections/thesalt/2018/07/31/634442195/when-the-u-s-government-tried-to-replace-migrant-farmworkers-with-high-schoolers</a>
2	7b	October 3	Moraga, Cherie. 1994. <i>Heroes and Saints</i> . Albuquerque: West End Press. Act 1 Documentary: Rape in the Fields. <a href="https://www.pbs.org/wgbh/frontline/film/rape-in-the-fields/">https://www.pbs.org/wgbh/frontline/film/rape-in-the-fields/</a>
2	8a	October 8	Milk Hustak, Carla. "Milk" <i>In</i> Macmillan Interdisciplinary Handbooks on Gender: Animals
2	8b	October 10	FALL BREAK
2	9a	October 15	<b>FIELD TRIP: Waterman Dairy! 433 Carmack Road, Columbus, OH 43210. West campus. Biosecurity Form required (Don't show up sick!)</b>
2	9b	October 17	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 (Amazon Prime)
2	10a	October 22	Halley, Jean O'Malley. 2012. <i>The Parallel Lives of Women and Cows</i> . London: Palgrave. Excerpt. Warning: Autoethnography about abuse.
2	10b	October 24	Film at home (Warning: It's horror, but only 24 minutes): The Herd (2014): <a href="https://vimeo.com/113146203">https://vimeo.com/113146203</a>
2	11a	October 29	Poultry  <a href="https://www.washingtonpost.com/outlook/2019/08/09/poultry-industry-recruited-them-now-ice-raids-are-devastating-their-communities/">https://www.washingtonpost.com/outlook/2019/08/09/poultry-industry-recruited-them-now-ice-raids-are-devastating-their-communities/</a>  Hovorka, Alice. 2006. "The No. 1 Ladies' Poultry Farm: A feminist political ecology of urban agriculture in Botswana."
2	11b	October 31	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.
2	12a	November 5	Unit 2 exam take home exam with food diary

3	12b	November 7	<p><u>Unit 3: Domesticities</u></p> <p>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.</p> <p>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.</p>
3	13a	November 12	<b>Fieldtrip: Thompson Library Reading Room</b>
3	13b	November 14	<p><b>No class in person: NWSA Meeting</b></p> <p>Bailey, Cathryn. 2007. "We Are What We Eat: Feminist Vegetarianism and the Reproduction of Racial Identity". <i>Hypatia</i>. 22 (2): 39-59.</p> <p>Film at Home: Suicide Kale: <a href="https://osu.kanopy.com/video/suicide-kale">https://osu.kanopy.com/video/suicide-kale</a></p>
3	14a	November 19	<p>Nuclear Meltdown Disaster: Inside the Fukushima Crisis Documentary: <a href="https://osu.kanopy.com/video/nova-nuclear-meltdown-disaster">https://osu.kanopy.com/video/nova-nuclear-meltdown-disaster</a></p> <p>Hirata, Aya. 2016. Chapter 3: School Lunches: Science, Motherhood, and Joshi Power. <i>Radiation Brain Moms and Citizen Scientists</i>. Clip: <i>Preschool in Three Cultures</i> (Kanopy)</p>
3	14b	November 21	<p><b>No Class in person: AAA Meeting</b></p> <p>Hirata, Aya. 2016. Chapter 1: Moms with Radiation Brain: Gendered Food Policing in the Name of Science. <i>Radiation Brain Moms and Citizen Scientists</i>. Documentary at Home: Half-Life in Fukushima <a href="https://osu.kanopy.com/video/half-life-fukushima">https://osu.kanopy.com/video/half-life-fukushima</a></p>
3	15a	November 26	Flex Day (group meetings scheduled on your own)
3	15b	November 28	U.S.A Thanksgiving holiday & Indigenous People's Day
3	16a	December 3	Classroom Cookbook Expo

## 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](http://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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> 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](http://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](http://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](mailto: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](http://go.osu.edu/recovery) or email [recovery@osu.edu](mailto: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/>.

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: WGGST 3101**

**Instructor: Nicole Nieto, PhD**

**Summary: Food and Gender**

<b>Standard - Course Technology</b>	<b>Yes</b>	<b>Yes with Revisions</b>	<b>No</b>	<b>Feedback/Recomm.</b>
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Zoom</li> <li>• Carmen discussion board postings</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All materials are available free of charge or for a nominal charge.
6.4 The course technologies are current.	X			All technologies are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
<b>Standard - Learner Support</b>				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.		X		Add statement a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Add c
<b>Standard – Accessibility and Usability</b>				
8.1 Course navigation facilitates ease of use.	X			ASC Distance Learning Syllabus Template is used.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No external tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia



				<p>facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.</p>
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**Reviewer Information**

- Date reviewed: 12/22/2020
- Reviewed by: Ian Anderson

**Notes: Remove reference of Desire2Learn as we now use CarmenCanvas as our LMS. Add details including dates and assignments to the weekly breakdown. Consider using the 2021 ASC Distance Learning Syllabus Template.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 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](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>