

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? Yes
Is any section of the course offered 100% at a distance
Less than 50% at a distance
Previous Value 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

Sought Concurrence
Previous Value

No
Yes

Attachments

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

Comments

- See 2-8-21 email to M. Thomas, T. Lindsey, and J. Stotlar. *(by Oldroyd, Shelby Quinn on 02/08/2021 05:02 PM)*

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
Revision Requested	Oldroyd, Shelby Quinn	02/08/2021 05:02 PM	ASCCAO Approval
Submitted	Stotlar, Jacqueline Nicole	04/27/2021 03:14 PM	Submitted for Approval
Approved	Winnubst, Shannon	04/27/2021 04:05 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/28/2021 04:13 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	04/28/2021 04:13 PM	ASCCAO Approval

COURSE CHANGE REQUEST
3101 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/28/2021



SYLLABUS

WGSST/3101

Food and Gender
Spring 2021 (full term)
3 credit hours
Online, Asynchronous

COURSE OVERVIEW

Instructor

Instructor: Nicole K. Nieto, PhD

Email address: nieto.12@osu.edu (preferred contact method)

Phone number: 614-247-4966

Office hours: Available upon request 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? We will explore food through a gender and race lens while examining specific case studies focused on New Orleans and Mexico.

Course learning outcomes

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

- Identify the ways cookbooks are narratives.
- Articulate the intersections of gender and race as it relates to food.
- Understand the primary goals of food justice.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- All articles are posted in Carmen in the Module section
- Access to Netflix and Amazon Prime as needed

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Carmen Discussion Posts	40
Exam #1	20
Exam #2	20
Cookbook Narrative Project	15
Overall Quality of Participation	5
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Carmen Discussion Post

Description: You will have TEN graded Carmen posts. I will indicate at the beginning of each week whether or not the post will be graded that week. Questions will be posted by Sunday 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 several paragraphs. There is no set length, but it must be substantial, and you must fully explain and share your ideas.

Academic integrity and collaboration: All written assignments, including discussion posts, should be your original work.

Exam # 1 and Exam #2

Description: You will have one week to complete each exam. Exams should be typed with 1” margins and double-spaced. Exams should be submitted via Carmen.

Academic integrity and collaboration: You must complete exams by yourself without any external help. You are able to use any notes, articles and resources we have used in the course.

Cookbook Narrative Project

Description: You will be asked to compile your own cookbook narrative project. You will share 3-5 family recipes and the personal narrative about what this means to you, why it is important and what story it shares. More information to come.

Academic integrity and collaboration: You must complete this project by yourself.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

: A	93-100
: A-	90-92.9
: B+	87-89.9
: B	83-86.9
: B-	80-82.9
: C+	77-77.9
: C	73-76.9
: C-	70-72.9

: D+ 67-69.9
 : D 60-66.9
 : E Below 60

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 **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

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 Carmen discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone 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 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 Microsoft Word, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State

Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-

800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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:** slids@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (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)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates. All articles will be posted in the Module section.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Jan. 11-Jan. 15	Welcome and Introductions
2	Jan. 18-Jan. 22	Cookbooks as Narrative
3	Jan. 25-Jan. 29	Cookbooks as Narrative
4	Feb. 1-Feb. 5	Food and Gender
5	Feb. 8-Feb. 12	Food and Gender
6	Feb. 15-Feb. 19	Food and Gender
7	Feb. 22-Feb.26	Food and Race
8	Mar. 1-Mar. 5	Food and Race
9	Mar. 8-Mar. 12	Food and Race
10	Mar. 15-Mar. 19	Case Study 1: New Orleans, Food, Race and Gender
11	Mar. 22-Mar.26	Case Study 2: Mexican and Mexican American Foodways
12	Apr. 5-Apr.9	Food, Gender and Film
13	Apr.12-Apr.16	Food Justice
14	Apr.19-Apr.23	Final Week Reflections



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

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"> ○ Cover sheet: cookbook title and participants' names ○ Cookbook: actual recipes and a minimum of 5 pages of writing ○ Appendix: including work journals and supporting documents, such as test kitchen exercises or research fieldtrip notes; minimum of 1 page per person ○ Bibliography: cited references to readings from the class ○ Presentation |
|--|

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. https://www.cntraveler.com/story/the-dessert-in-paris-that-allowed-me-to-finally-enjoy-eating-in-public

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	<u>Unit 2: Food Production</u> 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. In class: Marosi, Richard. Product of Mexico. <i>Los Angeles Times</i> . December 12, 2014. [Website] http://graphics.latimes.com/product-of-mexico-stores/
2	4b	September 12	Sugar: 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 Review of Unit 1 exam
2	5a	September 17	Sugar: 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.
2	5b	September 19	Sugar, Colonialism, and Industrialism Documentary in class: Bad Sugar Esquibel, C. R., and L. Calvo. 2013. Decolonize Your Diet. <i>nineteen sixty nine: an ethnic studies journal</i> 2 (1). Johnston, Zach. 2016. "The Story of Frybread- From Cheap Staple to Cultural Touchstone." https://uproxx.com/life/fry-bread-food-origin/3/
2	6a	September 24	Plantations, Pesticides, and Toxicity Carson, Rachel. <i>Silent Spring</i> . Chapters 1-3. FILM IN CLASS: <i>Chemical Conundrums</i>
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 https://www.npr.org/sections/thesalt/2018/07/31/634442195/when-the-u-s-government-tried-to-replace-migrant-farmworkers-with-high-schoolers
2	7b	October 3	Moraga, Cherie. 1994. <i>Heroes and Saints</i> . Albuquerque: West End Press. Act 1 Documentary: Rape in the Fields. https://www.pbs.org/wgbh/frontline/film/rape-in-the-fields/
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	FIELD TRIP: Waterman Dairy! 433 Carmack Road, Columbus, OH 43210. West campus. Biosecurity Form required (Don't show up sick!)
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): https://vimeo.com/113146203
2	11a	October 29	Poultry https://www.washingtonpost.com/outlook/2019/08/09/poultry-industry-recruited-them-now-ice-raids-are-devastating-their-communities/ 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	Fieldtrip: Thompson Library Reading Room
3	13b	November 14	<p>No class in person: NWSA Meeting</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: https://osu.kanopy.com/video/suicide-kale</p>
3	14a	November 19	<p>Nuclear Meltdown Disaster: Inside the Fukushima Crisis Documentary: https://osu.kanopy.com/video/nova-nuclear-meltdown-disaster</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>No Class in person: AAA Meeting</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 https://osu.kanopy.com/video/half-life-fukushima</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)

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. 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 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/>.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: WGGST 3101

Instructor: Nicole Nieto, PhD

Summary: Food and Gender

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Carmen Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Zoom Carmen discussion board postings
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.
Standard - Learner Support				
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
Standard – Accessibility and Usability				
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

				facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
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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.

^aThe 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; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd 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>

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