1. **Title of the module**

SAPO5190 (SA519) The Social Politics of Food

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology, and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional module for SSPSSR bachelor degree programmes at the Canterbury campus

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Be equipped with an understanding of issues in relation to food and food policy. Students will gain a good grasp of the main theoretical approaches to the study of food and of food policy. This will involve cross disciplinary work drawing on social anthropology, sociology and political studies. They will learn how to contrast and interrelate these different traditions, and place them in the context of social policy theorising.

8.2 Have the capacity to discuss critically policy options in food and food choices

8.3 Had the opportunity to evaluate and criticize research evidence, engaging directly with research materials and monographs using publications by government and by pressure groups to explore how debates concerning the sector are analysed and treated within the policy process

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Highly developed skills in presentation and debate, both verbal and written, and in utilization of research and empirical data

9.2 The ability to synthesis items of knowledge from different schools and disciplines of enquiry and critically assess policy options

9.3 The ability to gather library and web-based resources appropriate for final year degree study; make judgments about their merits and use the available evidence to construct a critical argument to be presented orally or in writing

9.4 The ability to reflect upon one’s own experience in a systematic and analytical way

1. **A synopsis of the curriculum**

The subjects covered in the module include relating the consumption of food within households to family, gender and class and reviweing food and identity. The politics of food and ingestion will also be examined together with the concept of 'eating virtue' and vegetarianism.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bell, David and Valentine, G (1997) *Consuming Geographies: We Are What We Eat*,

London: Routledge

Bordo, S. (1993) *Unbearable Weight: Feminism, Western Culture and the Body*, Berkeley:

 California U. P.

Fine, B. et al (1996) *Consumption in the Age of Affluence: the World of Food*, London:

 Routledge.

Lang, T. and Heasman, M (2004) *Food Wars*, London: Earthscan

Lupton, D. (1996) *Food, the Body and the Self*, London: Sage

MacSween, M. (1993) *Anorexic Bodies* London: Routledge.

Marsden, T et al (2000) *Consuming Interests: The Social Provision of Foods*, UCL

Mennell, S., Murcott, A. and Van Otterloo, A., (1992) *The Sociology of Food and Eating*, London: Sage

Warde, A (1997) *Consumption, Food and Taste,* London, Sage

Wrigley, N and Lowe, M (eds)(1996*) Retailing, Consumption and Capital*, Harlow, Longman

*Wood, Roy C. (1995) The Sociology of the Meal, Edinburgh: Edinburgh U. P.*

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Assignment 1 – essay 3000 words

Assignment 2 – essay 3000 words

13.2 Reassessment methods

100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* |  | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | X |  | X |  |  | X | X | X |
| Lectures | X | X | X |  | X | X | X | X |
| Seminars | X | X | X |  | X | X | X | X |
|  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Assignment 1 | X | X | X |  | X | X | X | X |
| Assignment 2 | X | X | X |  | X | X | X | X |
|  |  |  |  |  |  |  |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The discussion and application of the module topics is undertaken in an international context and hence have international applicability. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| N/K | Revision | Janauary 2006 | N/K |  |
|  |  |  |  |  |

Revised FSO Jan 2018