

## Liverpool John Moores University

Title: SOCIAL SIGNIFICANCE OF FOOD  
Status: Definitive  
Code: **5074TEF** (103837)  
Version Start Date: 01-08-2016

Owning School/Faculty: Sports Studies, Leisure and Nutrition  
Teaching School/Faculty: Sports Studies, Leisure and Nutrition

Team	Leader
Mark Meadows	Y

**Academic Level:** FHEQ5      **Credit Value:** 12      **Total Delivered Hours:** 24  
**Total Learning Hours:** 120      **Private Study:** 96

### Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	12
Seminar	12

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	AS1	3 out of 5 Presentations will be assessed	100	

### Aims

*To examine the significance of food to 'society'*

### Learning Outcomes

After completing the module the student should be able to:

- 1 Discuss a range of influences that impact upon and emanate from, the relationship

- between people and food.
- 2 Demonstrate an understanding of the factors located within the anthropology of food and nutrition.

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Presentation	1	2
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## Outline Syllabus

*An introduction to the social and physical anthropology of food (Levi-Strauss) (with examples from home and abroad). A socio-political history of food intake and food poverty (eg Rowntree). The politics of food (including economics and trade). Global food/food security (Malthus). Food, taste, culture and class (Bourdieu). Issues of sustainability and globalisation.*

## Learning Activities

Lectures serve to map out the module syllabus and indicate the level of study required. This develops the students skills in listening and processing technical information. The students are encouraged to interact during the lectures; to question, to express opinions and to influence the content. Thus the distinction between lecture/seminar and workshop is not rigid. Distinct workshops are held to enable students to develop relevant skills such as working in small groups to suggest solutions to problems set. Students are strongly encouraged to discover information for themselves and take responsibility for their own learning making full use of the LRC.

## Notes

Each week examples of the impact of food on society will be explored with emphasis upon the methods used to collect 'evidence' and the quality of the sources. Each student will then add an appropriate resource to his or her portfolio - suitably annotated with some commentary on its context, significance and implications. The resources may include: academic papers (research papers, book chapters), newspaper articles, novels, TV/radio programmes (if script available) or possibly other materials such as pictures sculpture etc. The material itself will not be assessed. Assessment will depend on its relevance as demonstrated by the quality of the annotation explaining its significance in a formal academic review. Each annotation (in six identified areas) will be approximately 500 words.

The significance of food and the consequences of eating will be explored from a 'social' perspective. For example an in depth exploration of the religious significance of food/dietary laws or a feminist view of obesity. Thus 'food' will be considered

broadly. The interests of the students will produce examples which form the focus for some sessions. Evidence from this module may contribute to WoW certification.