

Communications Studies COMS 401.25 L18
The Popular Culture of Food in Spain
Instructor: Dr. Dawn Johnston
Spring 2011
Group Study Program

Instructor: Dr. Dawn Johnston
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Office Hours: By appointment in field

Course Description:

This course is designed to introduce students to the various ways in which food and eating act as products and processes of popular culture in Spain. Students will be encouraged to examine their own roles as producers, reproducers and consumers of popular culture in the particular context of food culture.

Specifically, students will participate in analysis of restaurant culture and the restaurant industry in Spain; the relationship between gender and food in Spanish advertising; the significance of the Michelin rating system of restaurants in Spain; the role of food and drink in Spanish social life, and the development and marketing of wine culture in the Spanish context.

Pre-departure requirements:

Students will have a short list of required readings to complete before departure to Spain. These readings will appear in the Required Readings folder on Blackboard by March 1st. During the week prior to departure, students will also attend one lecture on the popular food culture of Spain.

Textbook and required readings:

Required Readings Posted on Blackboard

Assignments and Evaluation:

Small Group Presentation	(during class time in field)	25 %
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Reflection questions	(due at regular intervals in field)	30%
Restaurant Review	(due May 26)	15%
Essay-style exam	(May 28)	30%

Presentation (25%):

Students will be placed in groups* of 5 or 6 to present on a topic relating to the popular culture of food in Spain. Sample topics *might* include fast food in Spain, food shopping habits, or the “tourist” dining experience. Each group will be responsible for presenting and facilitating discussion on an assigned reading (one or two articles, depending on the topic) on a scheduled date. The best presentations will also incorporate evidence and examples based on your group’s observations in Spain. Each reading presentation should be 15-20 minutes, plus 10-15 minutes of facilitated group discussion of the reading(s).

All reading presentations are seminar-style. Assume that your classmates and instructors have read the article/chapter. Provide a brief summary of the article’s main points, and then focus your presentation on an analysis of the author’s argument. You must prepare 4-6 discussion questions based on the article, and facilitate the discussion with your classmates. Unless there is compelling evidence to indicate otherwise, all members of the group will receive the same grade on the presentation.

*Please note: these will be the same groups as in the Globalization and Culinary Tourism class

Reflection questions (30%):

Using the reflection questions provided by the instructor two to three times weekly, students will write short (250-350 word) reflective responses based on field trips, guest speakers, class discussions, and individual research projects. Students will be expected to submit their responses within 48 hours of the question being posted. Students are expected to complete at least three reflection questions, worth 10% each. Students may submit up to four reflections, in which case the top three grades will count. Reflections may be handwritten. Some guidance on reflective writing will be provided during the pre-departure classes.

Restaurant Review (20%):

Students will be introduced to the fundamentals of restaurant review writing during the pre-departure classes. Each student will be expected to write a 2-3 page review of a restaurant in Spain. While students may visit the restaurants together, and may review the same restaurants, this is an individual assignment, and each student will be required to submit their own original review. Reviews will be due on May 26.

Because we are traveling without regular access to computers and printers, it is expected that students will submit hand-written copies of their reviews. If students feel strongly that they'd prefer to submit a computer-generated copy, then they are welcome to visit an Internet café to prepare their review, and may submit their review in the body of an email to the instructor. Whether the review is submitted handwritten or by email, the deadline is the same.

The goal of this assignment is to encourage you to think about the experience of eating in a restaurant. You may choose any kind of restaurant at all – anything from fine dining to fast food. The quality and expense of the restaurant you choose has absolutely no bearing on the quality of your restaurant review. Keep in mind, too, that a negative review can be just as well-written and presented as a positive review!

The key thing to keep in mind when you are writing your review is that you want to provide your readers with enough information that they can decide for themselves whether or not they'd like to eat there. You should keep the following questions in mind while crafting your review:

- Where is the restaurant located? Is it in a touristy area or a local neighbourhood?
- What is the physical environment in the restaurant like? Is it formal? Casual? Nicely decorated? In bad shape?
- What is the menu like? What kind of food do they offer? What kind of eating experience do they seem to be designing?
- What did you order? Why did you choose it?
- How was the service? Were the wait staff helpful? Friendly? Annoying?
- How was your food? Think about details here – it's not enough to say that it was "delicious" or "disappointing" – WHY was it that way? Use lots of detail in describing your food – when readers only have your words to rely on, those words need to replace the other senses like sight, sound, taste, and smell.
- What were the prices like?
- Did the other diners seem to be having a good time? Does it seem like a location where people go to celebrate? To mark an occasion? Or just to fill their stomachs?
- Finally, would you recommend the restaurant? Why or why not?

You are welcome, in the context of this review, to make observations on the differences between your chosen Spanish restaurant and comparable restaurants in Canada, but the focus of your review should be on the restaurant itself.

Essay-style Exam (30%):

On the last full day of program, May 28, students will write an essay-style exam. A question will be posted on the message board on the instructor's door at 10:00am, and students must submit an essay response by 1:00pm the same day. Students will be permitted to use their readings packages, journals, and notes in the writing of this essay question. Students may write in their rooms, or in another quiet space of their choosing,

but keep in mind the importance of writing in a distraction-free environment that will allow you to write a strong essay within the three-hour time limit. Students will be provided with an exam booklet when they pick up the essay question, and will return that booklet to the same location at the appointed time.

The exam question will be relatively general, designed to encourage students to reflect on the activities of the preceding three weeks in synthesis with the readings and class discussions. As always, the quality of organization and presentation matters, but given the constraints of timed writing, emphasis will be placed upon the quality of reflection and synthesis.

It should go without saying that this exam is an individual assignment, and students should not discuss their answers with anyone else during the writing of the exam.

Registrar-scheduled Final Examination: No

Please note: If your class is held in the evening, the Registrar's Office will make every attempt to schedule the final exam during the evening; however, there is NO guarantee that the exam will NOT be scheduled during the day.

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, **students should identify themselves on all written work by placing their name on the front page and their ID number. Also you will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam from SS320 after classes have ended.**

For more information see also <http://www.ucalgary.ca/secretariat/privacy>.

Writing Skills Statement

Department policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. For details see <http://www.comcul.ucalgary.ca/needtoknow>. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. Research papers must be properly documented.

If you need help with your writing, you may use the Writing Centre. Visit the website for more details: www.efwr.ucalgary.ca

Grading System

The following grading system is used in the Department of Communication and Culture:

(Revised, effective September 2008)

	Grading Scale
A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49

Where a grade on a particular assignment is expressed as a letter grade, it will normally be converted to a number using the midpoint of the scale. That is, A- would be converted to 87.5 for calculation purposes. F will be converted to zero.

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Please consult your instructor or the Writing Centre (MacEwan Student Centre 4th floor, efwr.ucalgary.ca) if you have any questions regarding how to document sources.

Academic Misconduct

For information on academic misconduct and the consequences thereof please see the current University of Calgary Calendar at the following link;
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students with Disabilities

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Disability Resource Centre (220-8237) and discuss your needs with your instructor no later than fourteen (14) days after the start of the course.

Students' Union

For details about the current Students' Union contacts for the Faculty of Arts see <http://www.su.ucalgary.ca/governance/elections/home.html>

Student Ombudsman

For details on the Student Ombudsman's Office see <http://www.su.ucalgary.ca/services/student-services/student-rights.html>

Emergency Evacuation and Assembly points

For information on the emergency evacuation procedures and the assembly points see <http://www.ucalgary.ca/emergencyplan/assemblypoints>

"SAFEWALK" Program -- 220-5333

Campus Security will escort individuals day or night -- call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

Ethics

Whenever you perform research with human participants (i.e. surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. For more information about your research ethics responsibilities, see

The Department of Communication and Culture Research Ethics site:
<http://www.comcul.ucalgary.ca/ethics>

or the University of Calgary Research Ethics site:
<http://www.ucalgary.ca/research/cfreb>

Schedule of Lectures and Readings

Posted on Blackboard