

**University of Calgary  
Department of Communication and Culture**

**COMS 401.24 L03  
Globalization and Culinary Tourism  
Spring 2014  
Food Culture in Spain Group Study Program  
May 11-May 31, 2014**

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**Web Page:** N/A

**Office Hours:** N/A

**Course Description**

The aim of this course is to use food as a lens to introduce students to the complex relations among food, globalization and culinary tourism. Patterns of food production, distribution and consumption have dramatically altered over the course of the twentieth century, challenging what is meant by natural, authentic, and local. Advances in transportation systems have enabled food to travel at increasingly longer distances, such that most people in developed nations expect to eat from a 'global' table. Paradoxically, in the face of the industrialization and globalization of food systems, consumers are demanding local, organic, and 'natural' foods. In particular, food tourism is on the rise, as consumers travel longer distances to taste 'authentic', 'national' cuisines.

Spain offers an opportune site to explore the paradoxes and contradictions of modern food cultures. Spain is a land of extremes, from artisan food production, to 'molecular gastronomy', from elite to populist food cultures. It is also a site of problematic contradictions, as its burgeoning tourist industry strains the integrity of its cultural heritage. Spain is also changing dramatically, as disputes rage between regionalism and nationalism, as women enter the work force (and 'convenience' foods are on the rise) and as immigration changes what it means to 'be' and 'eat' Spanish.

## **Additional Information**

This course is part of the Food Culture in Spain Group Study Program and is not offered on campus

## **Objectives of the Course**

The specific objectives of the course are as follows:

- Students will gain an awareness of histories of globalization of food and the relationship between Spain and the rest of the world in terms of food production and exports and imports. Particular attention will be placed on the history of Spanish food trade and how one's regional cuisine can be a form of cultural export not unlike art or music.
- Using Lucy Long's definition of culinary tourism "as the intentional, exploratory participation and presentation of a food item, cuisine, meal system, or eating style considered to belong to a culinary system not one's own", students will explore the growing field of culinary tourism first hand as they experience Spanish foodways in street markets, grocery stores and family owned farms.
- Students will learn how to read 'culture' via experiential learning methods. Pre-departure classes will focus on the context for globalization studies as well as introduce the student to various types of experiential methods that can be utilized in the field such as reflective writing, interviews and auto-ethnography.

## **Internet and electronic communication device information**

N/A

## **Textbooks and Readings:**

All readings are located on the Course Blackboard Shell

## **Assignments and Evaluation**

### **Reading Presentation (to be scheduled the week before we depart) 30%:**

Within the groups of five students will present and facilitate discussion on readings from the custom readings package to be posted on Blackboard. Each group will be assigned one reading to present, according to the schedule of class discussions. The groups may decide amongst themselves whether they want to break into sub-groups of two or three to prepare the reading presentations, or whether they wish to divide the presentation delivery to some and then facilitation duties to others. Each reading presentation should be 20-30 minutes, plus 20-30 minutes of facilitated group discussion of the reading.

All reading presentations should be based on the 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. Relate the article to the larger theme of consumption and globalization. You must prepare 4-6 discussion questions based on the article, and facilitate the discussion with your classmates. Obviously, there will be no technology so power point presentations are highly discouraged.

Students who present together will receive the same grade on the presentation.

### **Experiential Research Project (scheduled in field) 30%:**

In the same assigned groups as the reading presentation, students will work together to explore and present on an aspect of globalized food culture (ideally an aspect that your designated article highlights and develops) through one experiential research project in the field. Experiential research is based on experiencing firsthand a certain aspect of a culture and then reflectively analyzing that experience to provide critical commentary on the issues studied. (You will find more detailed instructions of experiential methods on Blackboard before we depart.)

The experiential research project can be creative and the aim is to share those experiences at our own mini conference on the second last evening of the travel study program. Some examples of experiential projects are: a photo essay showing the globalization or localization of supermarket or street food in Spain; a weekly menu that typically exemplifies the food items eaten by people in Spain showing the influences of global food trade; a report of Canadian food items found in either Spanish supermarkets or restaurants; an ethnographic study of local eating habits in tapas bars; a poster board highlighting a certain globalization/food issue found throughout your three weeks in Spain. The more successful projects will connect the academic theory found in the articles studied to the personal experience in the field.

All members of each group are expected to contribute equally in the preparation of the project, and will receive the same grade.

Groups should be aware that while there are certainly benefits to presenting a carefully planned, creative, and well-thought-out project, there are NO benefits to a glossier/more "professionalized" project. To this end, no group may spend more than 15 Euro (or 3 Euro per person) in the preparation of the mini-conference presentation. It should also be noted that exceptionally successful project presentations can be prepared for no more than the cost of paper/poster board and pens.

### **Final take home exam - 40%**

Individually, students will write a final take home exam in the form of a structured and prompted reflective essay synthesizing their experiences in the field and their understanding of the academic articles covered. The prompt will be provided at 4:30 on a day TBD and the exam must be submitted 48 hours later. Exams may be handwritten or electronically submitted if possible. Exams will be graded on depth of understanding of course concepts, effective synthesis of experiential knowledge with academic theory and technical effectiveness.

All assignments must be completed or a grade of F may be assigned at the discretion of the instructor.

It is the student's responsibility to keep a copy of each submitted assignment.

Note: Please hand in your essays directly to your tutor or instructor if possible. If it is not possible to do so, a daytime drop box is available in SS320; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

### **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://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: <http://www.ucalgary.ca/ssc/writing-support>

### **Grading System**

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

	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 (3<sup>rd</sup> Floor Taylor Family Digital Library, <http://www.ucalgary.ca/ssc/writing-support>) 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 Student Accessibility Services (220-8237, <http://www.ucalgary.ca/access/>) 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.ucalgary.ca/provost/students/ombuds>

## **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/ethics/cfreb>

## **Schedule of Lectures and Readings**

TBA