

**University of Calgary**  
**Department of Communication, Media and Film**

**Communications Studies COMS 401.24 L04**  
**Globalization and culinary Tourism**

**Spring 2016**

**2016 Food Culture in Spain Group Study Program**  
**May 07-May 29, 2016**

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<b>Office Hours:</b>	n/a (program takes place in Spain – instructors will be available for student consultation daily)

### **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. How globalization and culinary tourism is communicated to tourists and locals is an interesting site of cultural inquiry.

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 only available to students enrolled in the 2016 Food Culture in Spain Group Study Program

## **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 how Spanish food trade and how one's regional cuisine is communicated and how it 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 how Spanish foodways are communicated in street markets, grocery stores and family owned farms.
- Students will learn how to read and critique 'culture' via experiential learning and research methods. Pre-departure classes will focus on the context for globalization studies as well as introduce the student to various types of experiential research methods that can be utilized in the field such as reflective writing, interviews and auto-ethnography.

## **Textbooks and Readings**

Assigned readings have been posted as PDFs or linked on D2L.

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

Laptops and tablets will not normally be used during class time. If permission is granted to use them, they should be used exclusively for course purposes, with minimum distraction to other students.

## **Assignments and Evaluation**

### **Two Individual Reading Responses (Due date to be determined)**

**Weight: 15% each**

**Length: 5-7 double spaced pages**

Students will respond in a well written essay to two articles from the COMS 401.XX reading package. Reading responses will address a number of assigned questions and will show an understanding and synthesis of the article's main ideas and how they relate to the overall objectives of the course.

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

**Weight: 20%**

**Length: 60 minutes presentation time including time for questions and answers**

Within the groups of five students will present and facilitate discussion on readings from the custom readings package to be posted on D2L. 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)**

**Weight: 20%**

**Length: 20 minutes presentation time**

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 D2L 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: (Due date to be determined)****Weight: 30%****Length: 1500-2000 words**

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.

**Registrar-scheduled Final Examination: No**

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

**Submission of Assignments:** Please hand in your essays directly to your tutor or instructor if possible, or submit via the D2L dropbox if instructed to do so.

**Note:** It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted (particularly in courses requiring electronic submission). Including a version date in your file name may be useful.

**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.

**Student Accommodations:**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

- Students seeking accommodation for transient illnesses (e.g., the flu) should contact their instructors. Whenever possible, students should advise their instructors in advance if they will be missing quizzes, presentations, in-class assignments, or group meetings.
- When accommodations are granted, they may take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.
- For information on Deferrals of Final Exams and Term Work, see sections G.6 and G.7 of the *University Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/g-6.html> and <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

## Writing Skills Statement

Department policy directs that all written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. Sources used in 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 & Grade Scale of the Department of Communication, Media and Film

Final grades are reported as letter grades. In this course, letter grades will be used for all assignments.

The following chart outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. In calculating final grades in this course, letter grades will be converted to the midpoint of the percentage range, as shown in the final column of the table below.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations**
4.00	Outstanding	A+	96 - 100%	98.0%
4.00	Excellent—superior performance, showing comprehensive understanding of subject matter.	A	90 - 95.99%	93.0%
3.70		A -	85 - 89.99%	87.5%
3.30		B+	80 - 84.99%	82.5%
3.00	Good--clearly above average performance with knowledge of subject matter generally complete.	B	75 - 79.99%	77.5%
2.70		B-	70 - 74.99%	72.5%
2.30		C+	65 - 69.99%	67.5%
2.00	Satisfactory—basic understanding of the subject matter.	C	60 - 64.99%	62.5%
1.70		C-	55 - 59.99%	57.5%
1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00		D	50 - 52.99%	51.5%

<b>0.00</b>	Fail – unsatisfactory performance or failure to meet course requirements.	<b>F</b>	0- 49.99%	0%
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\* If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades.

\*\* These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

### **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. In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

For information on citation and documentation styles (including APA, Chicago, IEEE, MLA, and others), visit the links provided at <https://ucalgary.ca/ssc/resources/writing-support/436> . If you have questions about how to document sources, please consult your instructor or the Writing Centre (3<sup>rd</sup> Floor TFDL, <http://www.ucalgary.ca/ssc/writing-support>).

### **Academic Misconduct**

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

### **Research Ethics**

Whenever you perform research with human participants (e.g., surveys, interviews, or observations) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, see <http://arts.ucalgary.ca/research/resources/ethics>

This course has received course-based ethics approval from the Faculty Research Ethics Committee. Students undertaking research (surveys or short interviews) with human participants are required to present their data gathering instruments to the instructor for approval in advance of collecting data.

## Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
<b>ARTS PROGRAM ADVISING (ASC)</b>	SS 102 403-220-3580 <a href="mailto:artsads@ucalgary.ca">artsads@ucalgary.ca</a>
<b>CAMPUS SECURITY</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Calgary Police Service</li> <li><input type="checkbox"/> Emergency Text Messaging</li> <li><input type="checkbox"/> Emergency Evacuation &amp; Assembly</li> <li><input type="checkbox"/> Safewalk Program</li> </ul>	<a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a> <b>403-220-5333</b> <b>403-266-1234</b> <b>Emergency: call 911</b> <a href="http://www.ucalgary.ca/emergencyplan/textmessage">http://www.ucalgary.ca/emergencyplan/textmessage</a> <a href="http://www.ucalgary.ca/emergencyplan/assemblypoints">http://www.ucalgary.ca/emergencyplan/assemblypoints</a> If you feel uncomfortable walking alone at any time, call Campus Security for an escort ( <b>220-5333</b> ). For more information, see <a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a>
<b>DESIRE2LEARN (D2L) Support</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> IT help line</li> </ul>	<a href="http://elearn.ucalgary.ca/desire2learn/home/students">http://elearn.ucalgary.ca/desire2learn/home/students</a> 403-220-5555 or <a href="mailto:itsupport@ucalgary.ca">itsupport@ucalgary.ca</a>
<b>STUDENT SUCCESS CENTRE</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing Support Services</li> <li><input type="checkbox"/> Student Services Mobile App</li> </ul>	<a href="http://ucalgary.ca/ssc">http://ucalgary.ca/ssc</a> <a href="http://www.ucalgary.ca/ssc/writing-support">http://www.ucalgary.ca/ssc/writing-support</a> <a href="http://ucalgary.ca/currentstudents">http://ucalgary.ca/currentstudents</a>
<b>STUDENTS' UNION CONTACTS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Faculty of Arts Reps</li> <li><input type="checkbox"/> Student Ombudsman</li> </ul>	<a href="https://www.su.ucalgary.ca/about/who-we-are/elected-officials/">https://www.su.ucalgary.ca/about/who-we-are/elected-officials/</a> <a href="http://www.ucalgary.ca/provost/students/ombuds">http://www.ucalgary.ca/provost/students/ombuds</a>
<b>SU WELLNESS CENTRE</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselling Services</li> <li><input type="checkbox"/> Health Services</li> <li><input type="checkbox"/> Distress centre 24/7 CRISIS LINE</li> <li><input type="checkbox"/> Online resources and tips</li> </ul>	<b>403-210-9355</b> (MSC 370), M-F, 9:00–4:30 pm <a href="http://ucalgary.ca/wellnesscentre/counselling">http://ucalgary.ca/wellnesscentre/counselling</a> <a href="http://ucalgary.ca/wellnesscentre/health">http://ucalgary.ca/wellnesscentre/health</a> <b>403-266-HELP (4357)</b> <a href="http://ucalgary.ca/wellnesscentre/healthycampus">http://ucalgary.ca/wellnesscentre/healthycampus</a> If you're concerned about a friend or your own well-being, it is important to seek help early. Call or visit the SU Wellness Centre or the 24-hour crisis line.

**Schedule of Lecture Topics and Readings**  
Posted on D2L.