

University of Calgary
Department of Communication, Media and Film

Communication and Media Studies COMS 477 L01

Fall 2018

Thursday, September 6 to Thursday, December 6 (excluding November 15)

Lecture Time 14:00-16:45

Instructor: Lisa Stowe
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Web Page: D2L available through MyUofC portal
Office Hours: M 10-11 and TH 10-11

Course Description

This course provides a theoretical and experiential introduction to local and global food cultures as processes and products of communication. Students will examine how food is constructed and represented through text, film, television, art, and tourism. Political and economic constructions of food culture, security, and sustainability will also be explored. Like film, television, music, art, and other cultural products and processes, the culture and traditions of food are ideal sites for cultural and communicative analysis. The past decade and a half has seen the development of exclusive Food Network television, the growing cult of the celebrity chef, and the explosion of high-end restaurants in both urban and rural areas. As a culture, our interest in food is nothing new -- certainly, the traditions of sharing meals have long been key communicative processes in societies worldwide. But our fascination with the rhetoric of food, the glamour of restaurant life, and the fame of cooking gurus and lifestyle 'experts' is timely and significant. Food, cooking, and eating are distinct in their relationships to ethnicity, class, education, gender, and sexuality -- all of the key identifiers and appetites that define contemporary cultural studies.

Additional Information

This course involves one off-campus field trip during class time. Your extra course fee of \$45 has been used to pay for this field trip in advance. If you are unable to attend the class in which the field trip has been scheduled, your course fee cannot be refunded. You are responsible for your own transportation to the field trip location, but it is reasonably accessible by public transit.

Objectives of the Course

By the end of this course, students should be able to

- Understand the complexities of contemporary dialogues and debates about food politics
- Engage in critical analysis of representations of food in various media
- Participate in experiential learning activities highlighting food culture

- Work collaboratively with classmates to analyze contemporary and historical food issues and lead class discussion
- Reflect on their own roles as producers and consumers in the food system

Textbooks and Readings

- Koç, M., Sumner, J., & Winson, A. (2016). Critical Perspectives in Food Studies. Toronto, Canada: Oxford University Press.
- Other occasional required or recommended readings will be posted as links or PDFs on D2L. Dates for discussion of all required readings are listed on the Schedule of Topics and Readings, which will be posted on D2L in the first week of classes.

Internet and electronic communication device information

Laptops are permitted for note-taking only. You will be asked to close your laptop if your screen is a distraction to those around you. iPods, phones, and gaming devices should be turned off and put away during class. Please do not text during class time. Please be respectful your fellow students, guest speakers, and teachers by not using electronic devices in a distracting manner.

Assignments and Evaluation

| Weight | Course components | Due Date |
|-------------------|---|-------------------|
| 2.5% each (5%) | Two Readiness Assessment Tests: 15-20 minutes. Students will complete two RAT (Readiness Assessment Tests) that will test their reading knowledge of that week's assigned reading as well as prepare them for the problem based learning activity that will take place in class. | Oct. 4 and Nov 8 |
| 2.5% each (5%) | Two group activities related to the flipped classroom. Participation includes collaborating on a problem based learning activity. | Oct. 4 and Nov. 8 |
| 10% | Online Discussion forum: Students will be responsible for viewing a selected video and participating in an online discussion forum during the week of October 25. The forum will offer several discussion prompts; students are responsible for contributing at least ONE original post (minimum 150 words) and at least ONE reply (minimum 75 words) to a classmate's post. Detailed guidelines regarding forum contributions will be posted on D2L. The forum will be open from Monday at 9am through Friday at 5pm. No submissions will be accepted once the forum has closed. | Oct. 25 |
| 15% | Reflection Essay (850-1000): The field trip reflection essay synthesizes the experience of the class field trip with course readings. Students will be provided with questions to guide and focus their reflection. More details of | Oct. 18 |

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| | this assignment will be discussed in class and posted on D2L. | |
| 30% | Mid-term Exam (2 hours in length): The mid-term exam will be comprised of both multiple choice questions and shorter style essay questions. Students will be responsible for all assigned reading and the content of lectures, presentations, and class discussions up to the date of the exam. Students who miss class will be responsible for obtaining notes from a classmate – the instructor will not circulate lecture notes. | Nov. 22 |
| 10% | Food Ad Creation and Presentation (1 page and 5-minute presentation): In groups of 5 students will come up with a fictitious food product or service and then create a print or media ad that promotes and sells that product. The student will present those ads to the rest of the class in the final class. More details about this assignment will be posted on D2L. | Dec. 6 |
| 25% | Take Home Exam (1500 words): In a well written and well argued essay, and using the course material as evidence, students will respond to a prompt that asks them to engage with a current food studies issue or dilemma. More details about this assignment is posted in D2L. | Dec. 13 |

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 upload all assignments to the appropriate D2L dropbox. The instructor will not accept any hard copies of assignments.

Please include your name and ID number on all assignments, and be prepared to provide picture ID to pick up assignments or look at marked final exams in SS 320. Personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. For more information, see <http://www.ucalgary.ca/legalservices/foip/foip-hia>

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/.

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>

Grading & Department of Communication, Media and Film Grade Scale

Final grades are reported as letter grades. Readiness Assessment Tests and the mid-term will be graded using percentages. All other assignments will be graded using letter grades.

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 performance | A+ | 96 - 100% | 98.0% |
| 4.00 | Excellent performance | A | 90 - 95.99% | 93.0% |
| 3.70 | Approaching excellent performance | A - | 85 - 89.99% | 87.5% |
| 3.30 | Exceeding good performance | B+ | 80 - 84.99% | 82.5% |
| 3.00 | Good performance | B | 75 - 79.99% | 77.5% |
| 2.70 | Approaching good performance | B- | 70 - 74.99% | 72.5% |
| 2.30 | Exceeding satisfactory performance | C+ | 65 - 69.99% | 67.5% |
| 2.00 | Satisfactory performance | C | 60 - 64.99% | 62.5% |
| 1.70 | Approaching satisfactory performance | C- | 55 - 59.99% | 57.5% |
| 1.30 | Marginal pass. Insufficient preparation for subsequent courses in the same subject | D+ | 53 - 54.99% | 54.0% |
| 1.00 | Minimal pass. Insufficient preparation for subsequent courses in the same subject | D | 50 - 52.99% | 51.5% |

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| 0.00 | Failure. Did not meet course requirements. | F | 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.

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 support services in the Student Success Centre (3rd floor, Taylor Family Digital Library). Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

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>. Research and citation resources are also available on the website of the Purdue Online Writing Lab (OWL) at <https://owl.english.purdue.edu/owl/section/2/>. If you have questions about how to document sources, please consult your instructor or visit the writing support services in the Student Success Centre (3rd floor, Taylor Family Digital Library, at <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>

Important information, services, and contacts for students

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

Tentative Schedule of Lecture Topics and Readings

| Date | Topic | Reading/Activity/Assignment Due |
|------------------------|---|---|
| Thursday, September 6 | Introduction to Food Studies | <p>Course Outline/Course Objectives/Assignment Guidelines</p> <p>Introduction (p. xiii-xvi) and Chapter 1</p> <p>Koc, M., Bancrez, M, & Speakman, K. (2016). The interdisciplinary field of food studies. In Koç, M., Sumner, J., & Winson, A. (eds.), <i>Critical Perspectives in Food Studies</i>. Toronto, Canada: Oxford University Press (pp. 3-18).</p> <p>Mark Bittman Video</p> |
| Thursday, September 13 | Defining Food Systems | <p>Chapter 2 and Chapter 9</p> <p>Freidmann, H. (2016). Changing food systems from top to bottom: Political economy and social movements perspectives. In Koç, M., Sumner, J., & Winson, A. (eds.), <i>Critical Perspectives in Food Studies</i>. Toronto, Canada: Oxford University Press (pp. 19-33).</p> <p>Weis, T. (2016). A political ecology approach to industrial food production. In Koç, M., Sumner, J., & Winson, A. (eds). <i>Critical Perspectives in Food Studies</i>. Toronto, Canada: Oxford University Press (pp. 118-134).</p> |
| Thursday, September 20 | <p>Food Policy and Local Governance</p> <p>(Flipped Class: Class will start with a reading quiz on Chapters</p> | <p>Chapters 19 and 21</p> <p>Mendes, W. (2016). Municipal Governance and Urban Food Systems. In Koç, M., Sumner, J., &</p> |

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| | 19 and 21. Students will then complete a problem based learning activity in class.) | <p>Winson, A. (eds.), <i>Critical Perspectives in Food Studies</i>. Toronto, Canada: Oxford University Press (pp. 286-301).</p> <p>Sumner, J. (2016). Conceptualizing Sustainable Food Systems. In Koç, M., Sumner, J., & Winson, A. (eds). <i>Critical Perspectives in Food Studies</i>. Toronto, Canada: Oxford University Press (pp. 320-331).</p> <p>Readiness Assessment Test (2.5%) Group Participation (2.5%)</p> |
| Thursday, September 27 | <p>Alternative Food Initiatives</p> <p>Food Waste Strategies Leftovers Rescue Food https://rescuefood.ca/</p> | |
| Thursday, October 4 | <p>The Tastemakers</p> | <p>Bordieu, P. (2012). Distinction: A Social Critique of the Judgement of Taste. In Counihan, C. & Van Esterik, P. (eds.), <i>Food and Culture: A Reader</i>. New York, New York: Routledge (pp. 31-39). Posted on D2L</p> <p>http://ebookcentral.proquest.com.ezproxy.lib.ualgary.ca/lib/ualgary-ebooks/detail.action?docID=1097808</p> <p>The Michelin Ranking System (https://www.youtube.com/watch?v=0f-j1ctaQqw)</p> |
| Thursday, October 11 | <p>Field Trip River Cafe</p> | <p>Tentative Date. This could change in which case students will be notified with plenty of notice.</p> |
| Thursday, October 18 | <p>Food Labels and Food Advertising</p> | <p>Chapter 16</p> <p>Knezevic, I. (2016). Making wise food choices: Food labelling, advertising, and the challenge of informed eating. In Koç, M., Sumner, J., & Winson, A. (eds). <i>Critical Perspectives in Food Studies</i>. Toronto,</p> |

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| | | <p>Canada: Oxford University Press (pp. 239-252).</p> <p>Reflection Essay due (15%)</p> |
| Thursday, October 25 | No formal class: Please watch the assigned video and log in to D2L during the week of September 25-29 and participate in the discussion forum. | D2L Discussion Forum (10%) |
| Thursday, November 1 | Gender and Food (Flipped Class: Class will start with a reading quiz on the two assigned articles. Students will then complete a problem based learning activity in class.) | <p>Harris & Guiffe (2015). From good to great: Food media and becoming an elite chef. In Harris and Guiffe (eds.), <i>Taking the Heat: Women Chefs and Gender Inequality in the Professional Kitchen</i>. New Jersey: Rutgers University Press (pp. 43-83). On D2L.</p> <p>Szabo, M. (2014). Men nurturing through food: Challenging gender dichotomies around domestic cooking. <i>Journal of Gender Studies</i>, 23(1), 18-31. On D2L.</p> <p>Reading Quiz (2.5%) Group Participation (2.5%)</p> |
| Thursday, November 8 | Food TV | <p>Collins, K. (2010). Julia Child and the revolution in the kitchen. Collins, K. (ed.), In <i>Watching What We Eat</i>. London: Bloomsbury Academic (pp. 71-100). Posted on D2L</p> <p>Swenson, R. (2012). Domestic Divo? Televised treatments of masculinity, femininity and food. In Counihan, C. (ed.), <i>Food and Culture</i>. Florence (pp.138-153): Taylor and Francis. Posted on D2L</p> <p>Retrieved from http://ebookcentral.proquest.com/lib/ucalgary-ebooks/detail.action?docID=1097808</p> |
| Thursday, November 15 | No Class: Reading Week | |
| Thursday, November 22 | Mid-term Exam (30%) | |

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| Thursday, November 29 | Food and Film | Film: Big Night |
| Thursday, December 6 | Presentations, Review and Take Home Exam Prep | Group Ad presentations (10%) Take Home Exam due Thursday, December 13 (20%) |