

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

**COMS 477 (L01): Food Culture and Communication**

**Fall 2022**

**Tuesday, September 6 to Tuesday, December 6** (excluding November 8)

**Lecture Time 14:00-16:45**

**Instructor:** Lisa Stowe  
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**Office Hours:** T 1-2 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 and one on-campus field trip. Your extra course fee of \$45 has been used to pay for the off-campus 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 off-campus 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**

<b>Weight</b>	<b>Assessed Components</b>	<b>Due Date</b>
5%	Online Discussion forum: Students will be responsible for viewing a selected video and participating in an online discussion forum during the week of September 26. 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, September 26 at 9am through Friday, September 30 at 5pm. No submissions will be accepted once the forum has closed.	Oct. 3
20% (10% each)	2 Reflection Essays (750-800 words): The two field trip reflection essays synthesize the experience of the class field trips with course readings. Students will be provided with questions to guide and focus their reflection. More details of this assignment will be discussed in class and posted on D2L.	Sept. 27 and Oct. 18
30%	In-class Exam (2 hours in length): The in-class 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

20%	Food Ad Creation and Presentation (2-3 page submission and a 15-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 groups 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 Essay (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 are posted in D2L.	Dec. 9

### **Registrar-scheduled Final Examination: No**

If your class is held in the evening, the Registrar's Office will attempt to schedule the final exam in the evening, but there is no guarantee that the exam will NOT be scheduled during the day.

**Note:** You must complete all assignments and exams or a course grade of F may be assigned at the discretion of the instructor.

### **Submission of Assignments**

Please submit all assignments by uploading them to the designated D2L dropbox. Include your name and ID number on all assignments. Be sure to keep a copy of each submitted assignment and to submit the proper version.

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. Please note that instructors may use audio or video recording for lesson capture, assessment of student learning, and self-assessment of teaching practices.

### **Policy for Late Assignments**

Assignments submitted after the deadline may be penalized with the of a partial letter grade (e.g.: A- to B+) for each day late. Take home exams that are submitted late will be subject to the usual late penalty of a half letter grade per day over the due date.

### **Student Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For 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 based on a protected ground other than disability should communicate this need in writing to their Instructor. For the full policy on Student Accommodations, see <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require a

medical note. For information on the use of a statutory declaration, see the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

### Expectations for Writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses 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 and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum:

<http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

### Grading & Department of Communication, Media and Film Grade Scale

The following table outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

In this course, letter grades will be used for the 2 reflection submissions, the take home exam and the food ad submission and presentation. Percentage grades will be used for the mid-term exam and numerical grades will be used for the discussion forum.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations*
<b>4.00</b>	Outstanding performance	<b>A+</b>	96 - 100%	98.0%
<b>4.00</b>	Excellent performance	<b>A</b>	90 - 95.99%	93.0%
<b>3.70</b>	Approaching excellent performance	<b>A -</b>	85 - 89.99%	87.5%
<b>3.30</b>	Exceeding good performance	<b>B+</b>	80 - 84.99%	82.5%
<b>3.00</b>	Good performance	<b>B</b>	75 - 79.99%	77.5%
<b>2.70</b>	Approaching good performance	<b>B-</b>	70 - 74.99%	72.5%
<b>2.30</b>	Exceeding satisfactory performance	<b>C+</b>	65 - 69.99%	67.5%
<b>2.00</b>	Satisfactory performance	<b>C</b>	60 - 64.99%	62.5%
<b>1.70</b>	Approaching satisfactory performance	<b>C-</b>	55 - 59.99%	57.5%
<b>1.30</b>	Marginal pass. Insufficient preparation for subsequent courses in the same subject	<b>D+</b>	53 - 54.99%	54.0%
<b>1.00</b>	Minimal pass. Insufficient preparation for subsequent courses in the same subject	<b>D</b>	50 - 52.99%	51.5%
<b>0.00</b>	Failure. Did not meet course requirements.	<b>F</b>	0 - 49.99%	0%

\* Column 4: If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades. Column 5: 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. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

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.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at [https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)

If you need help with your writing or have questions about citing sources, consult your instructor or visit the Student Success Centre, Taylor Family Digital Library. To book an appointment, go to <https://ucalgary.ca/student-services/student-success/writing-support>

## Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including lectures, course outlines, presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

To ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes & electronic versions of textbooks), all students are required to read the *University of Calgary Policy on Acceptable Use of Material Protected by Copyright* at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> and the requirements of the *Copyright Act* (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

## 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, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see

<https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics>

### Deferrals of Course Work and Requests for Reappraisal

For university regulations and procedures related to deferral of term work, see <https://www.ucalgary.ca/pubs/calendar/current/g-7.html>

For information about deferrals of final examinations, see <https://www.ucalgary.ca/pubs/calendar/current/g-6.html>

For information about requesting a reappraisal of course work or of a final grade, see <https://www.ucalgary.ca/pubs/calendar/current/i.html>

### Student Support Services and Resources

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk. For resources on D2L, Zoom, Yuja, etc., see <https://elearn.ucalgary.ca/resources-for-students/>. (Find the topic menu under the icon to the left of the ELEARN banner.)

### Schedule of Lecture, Topics and Readings

Date	Topic	Reading/Activity/Assignments
<b>Week 1</b>  Tuesday, September 6	Introduction to Food Studies	Course Outline/Course Objectives/Assignment Guidelines  Introduction (p. xiii-xvi) and Chapter 1  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).  Mark Bittman Video: <a href="https://www.ted.com/talks/mark_bittman_what_s_wrong_with_what_we_eat?language=en">https://www.ted.com/talks/mark_bittman_what_s_wrong_with_what_we_eat?language=en</a>
<b>Week 2</b>  Tuesday, September 13	Defining Food Systems  Critical Reflection	Chapter 2 and Chapter 9  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).  Weis, T. (2016). A political ecology approach to industrial food

		production. In In Koç, M., Sumner, J., & Winson, A. (eds). <i>Critical Perspectives in Food Studies</i> . Toronto, Canada: Oxford University Press (pp. 118-134).
<b>Week 3</b> Tuesday, September 20	<b>Field Trip with UCalgary Sustainability  Community Garden Edible Campus Tour</b>	Chapter 21  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).
<b>Week 4</b> Tuesday, September 27	The Local Food Revolution	<a href="https://www.youtube.com/watch?v=AMYzeu6qn9E">https://www.youtube.com/watch?v=AMYzeu6qn9E</a>  <a href="https://www.theearthandi.org/post/the-fife-diet-at-15-how-a-local-food-movement-inspired-healthy-and-sustainable-lifestyles">https://www.theearthandi.org/post/the-fife-diet-at-15-how-a-local-food-movement-inspired-healthy-and-sustainable-lifestyles</a>  Reflection 1 due (10%)  Discussion Forum Participation Due (5%)
<b>Week 5</b> Tuesday, October 4	The Tastemakers	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  <a href="http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1097808">http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1097808</a>  The Michelin Ranking System <a href="https://www.youtube.com/watch?v=0f-j1ctaQgw">https://www.youtube.com/watch?v=0f-j1ctaQgw</a>
<b>Week 6</b> Tuesday, October 11	Field Trip TBD	
<b>Week 7</b> Tuesday, October 18	Gender and Food	Harris & Guiffe (2015). From good to great: Food media and becoming an elite chef. In Harris and Guiffre (eds.), <i>Taking the Heat: Women Chefs and Gender Inequality in the Professional Kitchen</i> . New Jersey: Rutgers University Press (pp. 43-83). On

		<p>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>Reflection 2 due (10%)</p>
<p><b>Week 8</b></p> <p>Tuesday, October 25</p>	Food Writing	
<p><b>Week 9</b></p> <p>Tuesday, November 1</p>	Food and Film	Film: Big Night
<p><b>Week 10</b></p> <p>Tuesday, November 8</p>	No Class: Reading Week	
<p><b>Week 11</b></p> <p>Tuesday, November 15</p>	<p>Big Night Discussion</p> <p>Food TV</p>	<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  <a href="http://ebookcentral.proquest.com/lib/ucalgary-ebooks/detail.action?docID=1097808">http://ebookcentral.proquest.com/lib/ucalgary-ebooks/detail.action?docID=1097808</a> </p>



<b>Week 12</b>  Tuesday, November 22	In-class Exam (30%)	
<b>Week 13</b>  Tuesday, November 29	Food Labels and Food Advertising	Chapter 16  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, Canada: Oxford University Press (pp. 239-252).  <b>Busting Food Labels:</b> <a href="https://www.youtube.com/watch?v=kUKOt_SvTQc">https://www.youtube.com/watch?v=kUKOt_SvTQc</a>
<b>Week 14</b>  Tuesday, December 6	Potluck and Ad Presentations,  Review and Take-Home Essay Prep	Group Ad write-ups and presentations due (20%)  Take Home Essay due Tuesday, December 9 (25%)