CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY
SOCL 5306F: CULTURAL STUDIES (Fall Term 2018)
FOOD, CULTURE & SOCIETY

Meeting times: Wednesdays 2:35 – 5:25 pm
Meeting location: Southam Hall, Room 314

CONTACT INFORMATION

Course Instructor

Michael Mopas, PhD
Office: Loeb Building D787
Phone: 613.520.2600 ext. 2990
Office hours: Wednesdays 9:00 – 10:30 am or by appointment
Email: michael_mopas@carleton.ca (please allow 24 to 48 hours for a reply)

ABOUT THE COURSE

Description

‘Tell me what you eat and I will tell you who you are’.
- Anthelme Brillat-Savarin (1755-1826)

The food we eat (or refrain from eating) can reveal a lot about ourselves. Our meals can tell us everything from our moral and religious beliefs (e.g., being vegetarian or vegan) to what we fear and dread (e.g., concerns about weight and body image). Food gives meaning and order to our everyday lives and is a central ingredient in the construction of our cultural subjectivities, allowing us to communicate with others through our consumption. So, while the old saying reminds us that ‘we are what we eat’, what we eat also makes us who we are.

This course examines the meanings that are given to specific foods and their consumption by looking at the ways in which these foods are produced, regulated, represented, and associated with specific identities. We will also consider the host of social, cultural, health, familial, historical, political and economic underpinnings of what, why, where and with whom we consume food as we do. Some of the substantive topics to be discussed include: The role of food in the construction of race, gender and class; food, the body and health; the cultivation and refinement of taste; food, rebellion and counter-cuisine; food, globalization and culinary tourism; food, fear and anxiety.

Throughout the course, students will be introduced to some of the major theories, methodologies, and concepts found within the field of cultural studies to help frame our analysis and understanding of food and its consumption. In essence, we will be ‘doing’ cultural studies through an examination of food cultures.
Objectives

My main goal is to assist and guide students to becoming: (1) knowledgeable of the subject matter being taught; (2) communicators who can effectively convey their thoughts and ideas through both writing and speech; and (3) critical thinkers who can think independently by posing thoughtful questions, carefully examining certain assumptions and arguments, and considering alternative perspectives.

Approach to Teaching and Learning

I am a firm believer that good teachers ‘facilitate’ learning. Good teachers not only communicate information and knowledge to their students, but also enable and encourage students to become responsible for their own learning. As such, it is my job to get you excited about this course by facilitating interesting discussions, assigning thought-provoking reading material, and giving challenging (but fair) assignments, so that you can become actively involved in your own learning experience.

Expectations of Students

In order to get the most out of this seminar, students must come to class prepared to learn. This means completing the required readings in advance, listening respectfully when others are talking, raising your hand when you want to speak, and speaking in turn.

Important announcements will normally be made at the beginning of class so please arrive on time. Also, because each class is three hours in length, you will miss a significant amount of material if you depart early or are absent so please plan to attend regularly and for the full duration of the period. If, for whatever reason, you are unable to attend a seminar, it is YOUR responsibility for any course material (e.g., lecture notes, handouts, audio-visual presentations, etc.) you may have missed.

COURSE MATERIALS AND RESOURCES

Required Readings

The readings listed on the course schedule (see below) will be made available by the course instructor on the first day of class.

Online Resources

A CuLearn website has been created for this course. Access to the website is password protected and restricted to students registered in this class. The website will be used by the instructor as an additional means of distributing course material and information (e.g., lecture notes, class announcements, class marks, links to course-related Internet sites, etc.). A discussion board has been created to provide students with an additional forum for discussing various course-related issues.

NOTE: Students will be expected to check the website on a weekly-basis and are encouraged to actively participate in the online discussions.
COURSE SCHEDULE AND ASSIGNED READINGS

Students are expected to have all readings completed and to come to class prepared to discuss the topics covered. Please keep on top of the readings (i.e., don’t leave them to the last minute) and ask questions if any material is unclear.

Week 1 (September 5): Introduction

Required readings: None.

Week 2 (September 12): Culture, Cultural Studies and the Study of Food

Required readings:


Supplementary readings:


Week 3 (September 19): Theorizing Food and Eating

Required readings:


Week 4 (September 26): Fine Discernments and the Cultivation of Taste

Required readings:


Supplementary readings:


Week 5 (October 3): Food and Eating as Status

Required readings:


Supplementary readings:


Week 6 (October 10): But is it ‘real’? Food and authenticity

Required readings:


Supplementary readings:


Week 7 (October 17): ‘You are what you eat’? Food, body, health and emotion

Required readings:


Supplementary readings:


Week 8 (October 24): FALL BREAK

No classes.
Week 9 (October 31): Food, Gender and Consumption

Required readings:


Supplementary readings:


Week 10 (November 7): Food, Race, Ethnicity and Colonialism

Required readings:


Supplementary readings:


Week 11 (November 14): Cooking and eating as a civic duty: Food and culinary nationalism

Required readings:

Ferguson, P. ‘Culinary nationalism’ in Gastronomica, 10(1): 102-109.


Supplementary readings:


Week 12 (November 21): Appropriate/appropriating food: Food, globalization and culinary tourism

Required readings:


Supplementary readings:


Week 13 (November 28): As seen on TV: Popular representations of food

Required readings:


Supplementary readings:


Week 14 (December 5): ‘Fork you’! Food, politics, social justice and counter-cuisine

Required readings:


**Supplementary readings:**


**COURSE EVALUATIONS**

Due dates and grade values for each assignment are as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly reading reports</td>
<td>30%</td>
<td>N/A</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
<td>N/A</td>
</tr>
<tr>
<td>Seminar introductions</td>
<td>10%</td>
<td>N/A</td>
</tr>
<tr>
<td>Research proposal</td>
<td>10%</td>
<td>November 7, 2018</td>
</tr>
<tr>
<td>Final research paper</td>
<td>30%</td>
<td>December 10, 2018</td>
</tr>
</tbody>
</table>
Weekly reading reports – 30% of final grade

For each class, students will be required to prepare a brief reading report (approximately 1 page) on the week’s set of readings (i.e., you are NOT expected to write a report for each article). Out of eleven possible weeks, you must submit a minimum of eight reports.

The reading reports should be sent electronically to the rest of the class the DAY BEFORE the seminar (by 4:00 p.m. at the latest), since they will form the basis of our weekly discussion and debate. A bulletin board will be set up to facilitate this exchange of ideas. You should read the reports of your fellow classmates, and be prepared for comment/critique.

In your reading report, please include:

- One to two ‘reactions’ – What did you think of the articles? What struck you the most about the readings?
- One to two ‘keepers’ – What were the key ideas worth remembering and making note of? What did you take away the most from the readings?
- One to two ‘questions’ – What quibbles, questions or criticisms did you have for the author(s)?
- One ‘so what’ – Why does the topic matter? How does it contribute to our study of food and/or the field of cultural studies?

Participation – 20% of final grade

Discussion and dialogue are integral to student learning. Students are expected to have carefully read all of the assigned materials prior to each seminar and prepared to actively participate in class discussion. The reading reports described above will help facilitate these discussions. The mark you receive will be based on attendance and the overall quality (not the quantity) of your participation (e.g., how well you have understood the readings, the ability to critically engage with the materials and relate them to the overall themes of the course, etc.).

Seminar introductions – 10% of final grade

Each student (by themselves or in pairs, depending on enrolment) will be expected to introduce the day’s topic with a short (15-20 minute) presentation.

Student presentations should be designed to motivate class discussion and should not simply summarize the readings. These presentations are not intended to be onerous research projects, but are opportunities to gain experience briefly introducing complex topics, generating concise oral overviews, and asking provocative questions. You should come to class prepared to answer the question, ‘why does this topic matter?’ and armed with a list of questions for fellow students. You may also come to class with a food sample for the class to taste, if appropriate. This is not a hard-and-fast requirement, but a useful way to introduce the material relevance of the topic. Too often studies about food (and the body) remain dry, disembodied affairs, and our goal in this course will be to make connections between our own personal experiences with food and the wider scholarly debates surrounding food as culture and commodity.
Research proposal – 10% of final grade (2-3 pages)

Due date: November 7, 2018

In preparation for the final research paper, students will be required to submit a two to three page proposal outlining: the research topic, the theoretical and methodological orientation, and the resources that will be used. More explicit instructions for the proposal will be distributed in class.

Final research paper (20-25 pages) – 30% of final grade

Due date: December 10, 2018

Students will be required to submit a final research paper that draws or builds upon any of the main themes covered in this course. It is NOT a requirement that your paper be about food (although you certainly can if you wish!). On the contrary, it is highly encouraged that students select a topic that is related to their own current or future research interests. Students who wish to do so can collect original data to analyze for this paper. However, students must get approval from the course instructor BEFORE doing any of this research. The paper should be no longer than 25 pages (double-spaced, 12 point font). Papers will be assessed on the quality of: (1) writing; (2) research; and (3) analysis. More explicit instructions for the research paper will be distributed in class. Please submit an electronic copy of your final research paper before 4:30 pm on Monday, December 10, 2018, via CuLearn.

COURSE POLICIES REGARDING ASSIGNMENTS

Submitting assignments and late penalties

All assignments must be handed in at the beginning of class on the due date. Assignments submitted electronically (via fax or e-mail) will NOT be accepted. Subject to the extension policy outlined below, there will be a 2% per day deduction from assignments submitted late. The late penalty applies equally to Saturday and Sunday. That is, a paper due on Tuesday that is handed in on Wednesday (1 day late) will be subject to a 2% deduction. The same paper handed in on the following Monday (6 days late) will be subject to a 12% deduction. Late assignments can be deposited in the Assignment Drop-Box located in the Sociology and Anthropology Main Office (7th Floor, Loeb Building, B750). Please do NOT slide your assignments under my door.

Extension Policy

Students must request an extension PRIOR to the due date of an assignment. To receive an extension for an assignment, a student must provide written documentation of his or her inability to complete the assignment on time. Written documentation will generally take the form of a doctor’s note. For non-medical notes, the instructor will accept a note from the Registrar’s Office (or similar University official), social worker, clergy member, lawyer, etc. Once the student has provided the instructor with adequate documentation of their inability to complete the assignment on time, the student and the instructor will negotiate a new due date for the assignment. Assignments submitted after the negotiated deadline will be subject to the late penalty outlined above.
NOTE: Except in emergency situations, no requests for extensions will be considered the week prior to the assignment’s due date.

GENERAL COURSE POLICIES

Every student enrolled in this course is responsible for reading the following policies. It contains everything you need to know about the rules, requirements and regulations set out for this course.

Courtesy during seminars

Please do NOT come to seminar if you intend to sleep, surf the web, or chat with friends. This kind of behaviour annoys me and other students in the class. If you do intend on coming to lecture or tutorial, there are a few general rules that students must abide by:

1. Cell phones must be turned OFF (not on ‘vibrate’ or ‘silence’) during lectures and tutorials.

2. Unless there is a class discussion going on, there is NO TALKING during the seminar.

3. LAPTOP COMPUTERS ARE FOR NOTE-TAKING ONLY – not e-mail, web surfing, “Facebooking” or playing online games.

Office Hours

My office hours are posted on my office door (787D Loeb Building). You are welcome to drop by during office hours or you may make an appointment if you feel you need extra time or cannot make the time I have allotted.

If my door is open, you are welcome to see me even if it is not during my office hours. If my door is shut, please do NOT knock unless it is an emergency. If my door is shut, I am either working, on the phone or not in the office. Please do NOT drop by right before the class as I’m usually doing last-minute preparations.

E-Mail and Phone Messages

I will do my best to respond to your e-mails as quickly as possible. However, please allow at least 24 to 48 hours for a reply. If it is an emergency and you need to get a hold of the instructor immediately, please call me at my office (613.520.2600 x 2990). If you phone me and leave me a message, please remember to leave a number at which I can reach you and tell me when the best time is to do so. Please identify yourself when you phone with your FULL FIRST and LAST NAME.

In all cases, please be patient. I do my very best to respond in a timely fashion, but sometimes it is just not possible.

REGULATIONS COMMON TO ALL COURSES AT CARLETON UNIVERSITY
Intellectual Property

Student or professor materials created for this course (including presentations and posted notes, case studies, assignments, essays, etc.) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Assignment Directions

All assignments will be handed out during class time so questions/concerns may be addressed. All graded assignments will be returned at the end of the class period.

Copies of Written Work Submitted

Always keep an electronic and paper copy of all essays, term papers, written assignments or take-home tests submitted in your courses in case one is lost or misplaced by the instructor or teaching assistant.

Plagiarism

The University Senate defines plagiarism as “to use and pass off as one’s own idea or product the work of another without expressly giving credit to another.” However, plagiarism represents merely one mode of academic dishonesty. Carleton University has a new Student Academic Integrity Policy. It can be found on the Student Service website at http://www.carleton.ca/studentsupport/. Please read the policy and be aware of its contents.

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Final Grades

Final course grades are determined by the course instructor, subject to approval of the Faculty Dean.

Grading System

Letter grades assigned in this course will have the following percentage equivalents:

- A+ = 90-100 (12)
- A  = 85-89 (11)
- A- = 80-84 (10)
- C+ = 67-69 (6)
- C  = 63-66 (5)
- C- = 60-62 (4)
B+ = 77-79 (9)     D+ = 57-59 (3)
B   = 73-76 (8)     D  = 53-56 (2)
B-  = 70-72 (7)     D- = 50-52 (1)

F  Failure. No academic credit
DEF Official deferral
WDN Withdrawn from the course

Withdrawal without Academic Penalty

The last day to withdraw from fall courses is December 7, 2018.

Requests for Academic Accommodation

1. For Students with Disabilities

Students with disabilities needing academic accommodations are required to contact a co-coordinator at the Paul Menton Centre (ext. 6608) to complete the necessary letter of accommodation. The student must then make an appointment to discuss his or her needs with the instructor at least two weeks prior to the first class or ITV test. This is to ensure sufficient time is available to make the necessary accommodation arrangements. Deadlines for submitting forms for formally scheduled exam accommodation: November 9, 2018.

2. For Religious Observance

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton’s Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance (ext. 5622).

3. For Pregnancy

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services (ext. 5622) to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

4. For Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual
Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

5. Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

Petitions to Defer

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar’s Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar’s Office will be considered.

Addresses (phone extensions)

- Registrar’s Office (3500) 300 Tory
- Student Academic Success Centre (7850) 302 Tory
- Paul Menton Centre (6608) 501 Unicentre
- Writing Tutorial Service (6632) 229 Paterson

Assistance for Students

- Student Academic Success Centre (SASC): http://www.carleton.ca/sasc
- Tutorial Services: http://www.carleton.ca/wts
- Peer Assisted Study Sessions (PASS): http://www.carleton.ca/sasc/pass_home/index.html

Information regarding e-mail

Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive e-mails from me. However, for me to respond to your emails, I need to see your full name, CU ID, and the e-mail must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all e-mail from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting https://students.carleton.ca/.