



ST. JEROME'S
UNIVERSITY

St. Jerome's University in the University of Waterloo

Course: ARTS 140 Section 002

How the Sausage Is Made: An Exploration of How and What We Eat

Term: Fall 2022

Tuesdays & Thursdays 10:00 - 11:20am

Location: SJ1 2009

Instructor Information

Instructor: Dr. Lauri Jang

Office: SH 2113

In-Person Office Hours: Tuesdays & Thursdays (11:30 am – 12:30pm) or by appointment

Online Office Hours: by appointment

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Man is omnivorous. All that is edible is subjected to his vast appetite, a fact that generates gustatory powers proportionate to the use he has to make of them. In other words, the apparatus of taste is a rare perfection of man, and we have only to see him use it to be satisfied with it.

— JEAN-ANTHELME BILLAT-SAVARIN

Mmm...donuts.

— HOMER SIMPSON

Course Description

Writing, like cooking, is a messy business. We constantly edit and alter our sentences (and ingredients), continually revise our drafts (and recipes), even gnash our teeth at our too-tough-to-digest, leathery prose (and overcooked steaks). Through an exploration of various topics surrounding food, we will practice writing in this course. More specifically, we will examine different genres of food writing and explore how we think about food. Topics we will consider include cultural and ethnic foods, food marketing, and various food movements. We will also examine health and diet claims and explore issues like food accessibility, food insecurity, and the future of food. As we write our way through such topics, we will likely be inspired to reconsider our existing perspectives on how and what we should eat.

ARTS 140 Course Goals and Learning Outcomes

Upon completion of this course, students will have developed skills to do the following:

1. Access information and practice navigating library resources, including indexes and databases;
2. Recognize, define, and reflect on the meaning of quantitative and qualitative data;
3. Practice writing and speaking in iterative communication assignments in a variety of genres and for a variety of audiences;
4. Collaborate with peers and provide, incorporate, and reflect on feedback;
5. Demonstrate an ability to reflect on the knowledge-making function of information, analysis, and communication;
6. Assess, examine, and evaluate the uses and purposes of information, including distinguishing between facts and values.

Course Requirements

Assessment	Due Date	Weight
In-Class Engagement & Participation (which includes mandatory attendance and finding readings/resources)	Throughout Term	20%
Comfort Food Personal Essay (350-500 words)	Sept 13 th and Sept 15 th	5%
Recipe (1000-1200 words)	Sept 22 nd and Sept 29 th	10%
Restaurant Review (800-1000 words)	Oct 6 th and Oct 20 th	10%
Peer Review and Evaluations (cumulative assessment of other students' work)	Sept 13 th ; Sept 22 nd ; Oct 6 th ; Nov 3 rd ; Nov 8 th ; Nov 10 th ; Nov 24 th	15%
Essay Proposal Presentation	Nov 3 rd ; Nov 8 th ; Nov 10 th	10%
Draft of Essay	Nov 24 th	10%
Final Essay (1500-2000 words)	Dec 16 th by 11:59pm ET (as Word document via Dropbox)	15%
Final Self-Reflection (350-500 words)	Dec 16 th by 11:59pm ET (as Word document via Dropbox)	5%
TOTAL		100%

Course Policies

On Attendance: Simply put, the success of our course requires your contribution. Thus, your attendance is mandatory. For each in-person class missed, 1% will be deducted from your participation grade. However, you are allotted 2 free passes to miss class without documentation (i.e. an illness verification form). If you become ill during the term and cannot attend class, please contact the instructor as soon as possible to arrange for accommodations. Each request will be considered on a case-by-case basis. In terms of participation, students will be expected to be engaged in class by being prepared (i.e. having read/watched/listened to materials and found resources) and contributing to class activities.

During remote learning due to in-class cancellations (as set by the university), your course engagement and participation will be based on your assignment submissions AND your online discussion board contributions via LEARN.

On Group Work: While this course is designed with plenty of opportunities for students to interact and help each other become better writers and communicators, there are no group assignments. All submitted work must be your own.

On Late or Missed Submissions of Assignments: Because this course emphasizes the benefits of peer review, it is important that we adhere to our course schedule as closely as possible. Therefore, late or missed submissions of assignments are generally not accepted. The course schedule makes clear when assignments are due. It is up to you to manage your course load and submit your work on time. If you anticipate being absent on a day an assignment is due, please submit your work to me **before** that class. Unless there is a documented emergency or illness, or if there is a religious holiday for which the University of Waterloo provides accommodation, then late or missed assignments will receive a grade of 0%. Note: Travel plans will not be accepted as a reason for missed assignments. Specifics related to COVID-19, please refer to the following link:

<https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-my-illness>

University Policies

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome's University Policy on Student Petitions and Grievances](#). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check www.uwaterloo.ca/academicintegrity/ for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. **When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome's University Policy on Student Discipline](#)**. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under the [St. Jerome's University Policy on Student Petitions and Grievances](#) (other than a petition) or the [St. Jerome's University Policy on Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on [Student Appeals](#).

Intellectual Property: Students should be aware that this course contains the intellectual property of their instructor, TA, and/or St. Jerome's University. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA, and/or St. Jerome's University for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA, or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Note for Students with Disabilities: [AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.

Counselling & Psychological Services:

The Counselling & Psychological Services office at the University of Waterloo, located on the second floor of the Needles Hall extension, offers a variety of resources for those struggling with the challenges of university life, including coping skills seminars and workshops, peer support, group therapy, and clinical referrals. Their home page is: <https://uwaterloo.ca/counselling-services/>

Mental Health Services: On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 x32655
- **MATES:** one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from the Student Life Centre

Mental Health Services: Off campus, 24/7

- **Good2Talk:** Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit Phone: 519-749-4300 x6880
- **Here 24/7:** Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME:** Support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS [website](#)
Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

Student Success Office

The Student Success [Office at the University of Waterloo](#), located on the second floor of South Campus Hall, offers tutoring, workshops, success coaching, and a variety of other resources for students looking for guidance to be successful in university. Their home page is: <https://uwaterloo.ca/student-success/>

Writing and Communication Centre (WCC)

The Writing Centre, located on the second floor of South Campus Hall, works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

Visit the following link for information on how to access:

<https://uwaterloo.ca/writing-and-communication-centre/services-0/services-undergraduate-students>

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. St. Jerome's University is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Course Schedule

Special note regarding **in-class** cancellations:

If short-term (i.e. one week or less) or long-term (i.e. more than one week) **in-class** cancellations are required by the university or instructor due to COVID-19, please proceed with course content and assignments according to our course schedule as seen below. All recorded (asynchronous) lectures and/or instructions will be posted on LEARN. All assignments are to be submitted via our LEARN Dropbox by 11:59pm ET on scheduled due dates. Your class engagement and participation will be assessed via those submissions AND your contribution to our Discussion Board via LEARN. Any changes or important notices will be communicated to you via Announcements in LEARN.

Day	Dates	Content, Assignments, and Workshops	Assignments Due
1	Sept 8	Topic — Introduction and Syllabus	Review course syllabus (esp. course content, due dates, and all course and university policies)
2	Sept 13	<p>Topic — Comfort Food</p> <p><u>READ:</u></p> <ul style="list-style-type: none"> Marni Soupcoff’s <i>National Post</i> piece, “Why Comfort Foods Can Be Good for You (Especially During a Pandemic).” Here is the link: https://nationalpost.com/opinion/marni-soupcoff-why-comfort-foods-can-be-good-for-you-especially-during-a-pandemic Nicola Slawson’s more recent 2021 piece, “Burnout Eating: How Chronic Pandemic Stress Can Disrupt and Destroy Our Diet.” Here is the link: https://www.theguardian.com/society/2021/jul/15/burnout-eating-how-chronic-pandemic-stress-can-disrupt-and-destroy-our-die <p>Peer Workshop</p>	<p>1) Discussion on Content</p> <p>2) Draft of Comfort Food Personal Essay <u>Instructions:</u> At the beginning of class, submit a draft of your essay to Dropbox for peer editing (Word doc only)</p> <p>[Demo at beginning of class on how to do this for future reference]</p> <p>3) Snapshot of Peer-Review Comments (captured image of your peer-review comments submitted to LEARN Dropbox for grading; by 11:59pm ET)</p>

3	Sept 15	<p>Topic — Recipes</p> <p>PDF in LEARN: Rozin, Elisabeth and Paul Rozin. “Culinary Themes and Variations.” <i>The Taste Culture Reader: Experiencing Food and Drink</i>. Ed. Carolyn Korsmeyer. Oxford: Berg, 2005. 34-41.</p> <p>PDF in LEARN: Rozin, Elisabeth. “Flavor Principles: Some Applications.” <i>The Taste Culture Reader: Experiencing Food and Drink</i>. Ed. Carolyn Korsmeyer. Oxford: Berg, 2005. 42-45.</p> <p>PDF in LEARN: Lupton, Deborah. “Food and Emotion.” <i>The Taste Culture Reader: Experiencing Food and Drink</i>. Ed. Carolyn Korsmeyer. Oxford: Berg, 2005. 317-324.</p> <p>Final Version of Personal Essay due (Word doc)</p>	<p>1) Discussion on Content</p> <p>2) Final Version of Personal Essay (LEARN Dropbox; Word doc only; by 11:59pm ET)</p>
4	Sept 20	<p>Librarian Workshop: “Finding and Discerning Resources” Location: our classroom</p>	
5	Sept 22	<p>Topic — Recipes</p> <p><u>FIND and READ:</u> Via online library resources: Bloom, Lynn Z. “Consuming Prose: The Delectable Rhetoric of Food Writing.” <i>College English</i> 70.4 (2008): 346-362.</p> <p><u>LISTEN:</u> Using the link below, listen to <i>The Allusionist</i> podcast episode “Food Into Words.” https://www.theallusionist.org/allusionist/food-into-words</p> <p>Peer Workshop</p>	<p>1) Discussion on Content</p> <p>2) Recipe assignment due at beginning of class</p> <p><u>Instructions:</u> Before class, submit a draft of your recipe to Dropbox for peer editing (Word doc only)</p> <p>3) Snapshot of Peer-Review Comments (captured image of your peer-review comments submitted to LEARN Dropbox for grading; by 11:59pm ET)</p>

6	Sept 27	<p>Topic — Cultural & Ethnic Foods</p> <p>On the topic of the week “What did you find?”: Journal article or Book Chapter (approx. 15-20pp)</p>	<p>1) Bring to class for discussion: “What did you find?” one-page synopsis of material using worksheet provided (Remember: % goes to in-class engagement and participation mark; after class, submit to LEARN Dropbox for grading)</p>
7	Sept 29	<p>Topic — Cultural & Ethnic Foods</p> <p>Bring in a restaurant review</p> <p><u>WATCH:</u> Using the link below from Vice’s <i>Munchies</i> series “Close to Home,” choose 3 of the 5 short videos to watch. Or watch all five if you’d like!</p> <p>https://video.vice.com/en_ca/show/close-to-home</p> <p>Final Version of Recipe due (formatted to however you envision it being published)</p>	<p>1) Bring in a restaurant review you found (Between 800-1000 words)</p> <p>2) Discussion on Content</p> <p>3) Final Version of Recipe (LEARN Dropbox; by 11:59pm ET)</p>
8	Oct 4	<p>Topic — Cultural & Ethnic Foods</p> <p><u>PDF in LEARN:</u> Heldke, Lisa. “But Is It Authentic? Culinary Travel and the Search for the ‘Genuine Article’.” <i>The Taste Culture Reader: Experiencing Food and Drink</i>. Ed. Carolyn Korsmeyer. Oxford: Berg, 2005. 385-394.</p> <p><u>PDF in LEARN:</u> Trubek, Amy B. “Place Matters.” <i>The Taste Culture Reader: Experiencing Food and Drink</i>. Ed. Carolyn Korsmeyer. Oxford: Berg, 2005. 260-271.</p>	<p>Reminder: Have you dined with your group yet?</p> <p>1) Discussion on Content</p>

9	Oct 6	<p>Topic — Food Movements</p> <p><u>LISTEN:</u> Through your preferred audio streaming service (eg. Spotify, Apple, etc.), listen to <i>San Francisco Chronicle's</i> podcast <i>Extra Spicy</i>, episode titled “How Chef Jose Andres Uses Food as a Force for Good.” (dated: March 28, 2022; approx. 25 mins)</p> <p><u>FIND and CHECK OUT:</u> Using the link below, explore World Central Kitchen’s website https://wck.org/</p> <p>Peer Workshop</p>	<ol style="list-style-type: none"> 1) Discussion on Content 2) Restaurant Review due at beginning of class <p><u>Instructions:</u> Before class, submit a draft of your restaurant review to Dropbox for peer editing (Word doc only)</p> <ol style="list-style-type: none"> 3) Snapshot of Peer-Review Comments (captured image of your peer-review comments submitted to LEARN Dropbox for grading; by 11:59pm ET)
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Oct 8 – Oct 16: Thanksgiving & Reading Break

10	Oct 18	<p>Librarian Workshop: “Assessing Data Sets & Data Visualization” Location: our classroom</p>	
11	Oct 20	<p>Topic — Food Movements</p> <p><u>WATCH and CONSIDER the following:</u></p> <ul style="list-style-type: none"> • <i>Just Eat It: A Food Waste Story</i> [75 mins; borrow DVD from Waterloo Public Library; borrow from Hoopla; or watch free after signing in on British Columbia’s Knowledge Network linked here: https://www.knowledge.ca/program/just-eat-it] • Karim Chrobog’s “In South Korea, An Innovative Push to Cut Back on Food Waste.” https://e360.yale.edu/features/in_south_korea_an_innovative_push_to_cut_back_on_food_waste <p>Final Version of Restaurant Review due</p>	<ol style="list-style-type: none"> 1) Discussion on Content 2) Final Version of Recipe (LEARN Dropbox; Word doc only; by 11:59pm ET)

12	Oct 25	<p>Topic — Food Movements</p> <p>“What did you find?”: In the Media (magazines, documentaries, docuseries, blogs, podcasts, TED talks, etc...)</p>	<p>1) Bring to class for discussion: “What did you find?” one-page synopsis of material using worksheet provided (Remember: % goes to in-class engagement and participation mark; after class, submit to LEARN Dropbox for grading)</p>
13	Oct 27	<p>Topic — Health & Diet Claims</p> <p><u>WATCH:</u> Using the link below, watch the <i>intelligence</i>² debate titled “The Bittersweet Truth About What We Eat.”</p> <p>https://www.intelligencesquared.com/events/the-bittersweet-truth-about-what-we-eat/</p>	<p>1) Discussion on Content</p>
14	Nov 1	<p>Topic — Health & Diet Claims</p> <p>On the topic of the week “What did you find?”: Journal article or Book Chapter (approx. 15-20pp)</p>	<p>1) Bring to class for discussion: “What did you find?” one-page synopsis of material using worksheet provided (Remember: % goes to in-class engagement and participation mark; after class, submit to LEARN Dropbox for grading)</p>
15	Nov 3	<p>Proposal Presentations</p>	<p>5 min. presentations (presented individually)</p> <p>Peer-reviews conducted in-class</p>
16	Nov 8	<p>Proposal Presentations</p>	<p>5 min. presentations (presented individually)</p> <p>Peer-reviews conducted in-class</p>
17	Nov 10	<p>Proposal Presentations</p>	<p>5 min. presentations (presented individually)</p> <p>Peer-reviews conducted in-class</p>

18	Nov 15	<p>Topic — Food Marketing PDF in LEARN: Truman, Emily. “Picturing Digital Tastes: #unicornlatte, Social Photography, and Instagram Food Marketing.” <i>Food Instagram: Identity, Influence & Negotiation</i>. Ed. Emily J.H. Contois and Zenia Kish. Chicago: University of Illinois Press, 2022. 115-131.</p> <p><u>FIND and CONSIDER</u>: Julier, Alice and Laura Lindenfeld. “Mapping Men Onto the Menu: Masculinities and Food.” <i>Food & Foodways</i> 13 (2005) 1-16.</p>	1) Discussion on Content
19	Nov 17	<p>Topic — Food Marketing</p> <p>“What did you find?”: In the Media (magazines, documentaries, docuseries, blogs, podcasts, TED talks, etc...) on the topic of Food Marketing</p>	<p>1) Bring to class for discussion: “What did you find?” one-page synopsis of material using worksheet provided</p> <p>(Remember: % goes to in-class engagement and participation mark; after class, submit to LEARN Dropbox for grading)</p>
20	Nov 22	<p>CLASSROOM OFFICE HOURS (No formal class will be held, but instructor will be available in the classroom if you would like an in-person meeting)</p>	NO FORMAL CLASS
21	Nov 24	<p>Draft of Essay due</p> <p>Peer Workshop (bring laptop to access LEARN for workshop)</p>	<p>1) Essay draft due at beginning of class</p> <p><u>Instructions:</u> Before class, submit a draft of your essay to Dropbox for peer editing (Word doc only)</p> <p>2) Snapshot of Peer-Review Comments (captured image of your peer-review comments submitted to LEARN Dropbox for grading; by 11:59pm ET)</p>

22	Nov 29	<p>Topic — Food Accessibility</p> <p><u>WATCH and CONSIDER:</u> Using the link below, watch the “The Fight for Food Security” Special segment of <i>Follow the Food</i>, a series sponsored by BBC World News, BBC.com, and Corteva Agriscience on the future of food. https://www.bbc.com/future/ bespoke/ follow-the-food/</p>	1) Discussion on Content
23	Dec 1	<p>Topic — Food Accessibility</p> <p>“What Did You Find?”: Journal article or Book Chapter on the topic of Food Accessibility (approx. 15-20pp)</p>	<p>1) Bring to class for discussion: “What did you find?” one-page synopsis of material using worksheet provided (Remember: % goes to in-class engagement and participation mark; after class, submit to LEARN Dropbox for grading)</p>
24	Dec 6	<p>Topic — Future of Food (in the Age of COVID and Beyond)</p> <p><u>WATCH and CONSIDER:</u> Using the link below, watch both of your assigned <i>Follow the Food</i> segments, a series sponsored by BBC World News, BBC.com, and Corteva Agriscience on the future of food.</p> <ul style="list-style-type: none"> • From Series 2: <ul style="list-style-type: none"> ○ “Farmers on the Frontline” ○ “Seeds of Life” ○ “Growing New Farmers” ○ “It Never Rains, It Pours” ○ “The Promised Land” ○ “Urban Farming” ○ “A Smarter Harvest” ○ “Consumer Power” • From Specials series: <ul style="list-style-type: none"> ○ “Follow the Food Chain” <p>https://www.bbc.com/future/ bespoke/ follow-the-food/</p>	1) Discussion on Content
	Dec 16 (Fri)	<p>Final Essay AND Final Self-Reflection due</p> <p>Due at 11:59pm ET (as Word documents via Dropbox)</p>	