



ST. JEROME'S
UNIVERSITY

St. Jerome's University in the University of Waterloo

Course: ARTS 140

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

Term: Fall 2018

Tuesdays & Thursdays 11:30-12:50pm (SJ1 Room 2011)

Instructor Information

Instructor: Dr. Lauri Jang

Office: SH 2114

Office Hours: Tuesdays & Thursdays from 1-2pm (or 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 locating resources/readings)	Throughout Term	20%
Comfort Food personal essay (500 words)	Sept 11 th and Sept 13 th	5%
Recipe (1000 word max.)	Sept 18 th and Sept 25 th	10%
Restaurant Review (1000 word max.)	Oct 2 nd and Oct 11 th	10%
Peer Reviews (cumulative reviews of other students' work)	In class throughout the term: Sept 11 th ; Sept 18 th ; Oct 2 nd ; Oct 23 rd ; Nov 13 th ; Nov 27 th	20%
Research Essay Proposal, Outline, and Drafts	Proposal & Outline: Oct 23 rd Drafts: Nov 13 th and Nov 27 th	15%
Final Research Essay (1500-2000 words max.)	Dec 7 th by 5pm (as PDF document emailed to me)	15%
Final Self-Reflection on Course (500 words)	Dec 7 th by 5pm (as PDF document emailed to me)	5%
TOTAL		100%

Course Policies

On Electronic Devices: Many of us are addicted to our electronic devices. I am, so I know. In this class, we will brave to set such devices on silent and put them aside. We will turn, instead, to our mighty pens! (At times during writing workshops, however, I may allow you to use your computers for writing exercises. I will let you know.) Note: If you require use of your computer for learning accommodations, please speak to me beforehand.

On Group Work: While this course is designed for lots of interaction and discussion amongst students, with plenty of opportunities to help each other become better writers and communicators, there are no group assignments.

On Late or Missed Submissions of Assignments: Late or missed submissions of assignments will not be 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. 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. Illness Verification Form: <https://uwaterloo.ca/campus-wellness/sites/ca.campus-wellness/files/uploads/files/VIF-online.pdf>

On Picking Up Marked Assignments: Most of your marked assignments will be returned to you in class. If you cannot pick up your assignment in class, please contact me to make arrangements.

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 the Office of Academic Integrity for more information.]

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department's administrative assistant 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 the Office of Academic Integrity 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. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

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.

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

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.

You can make multiple appointments throughout the term, or drop in at either the Dana Porter or Davis Centre libraries for quick questions or feedback. Group appointments for team-based projects, presentations, and papers are also available. To book a 50-minute appointment and to see drop-in hours, visit: <https://uwaterloo.ca/writing-centre/>

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

Course Schedule

Date	Topic	Readings & Workshops	Assignments Due
Sept 6	Comfort Food Introductions		
Sept 11	Comfort Food Our Sense of Taste	<p><u>PDF on LEARN</u>: Breslin, Paul A.S. "An Evolutionary Perspective on Food and Human Taste." <i>Current Biology</i> 23.9 (2013) R409-R418.</p> <p><u>PDF on LEARN</u>: 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>Peer Workshop</p> <p>Visit from librarian</p>	<p>Comfort Food assignment due beginning of class</p> <p>(bring 2 paper copies to class)</p>
Sept 13	Recipes	<p><u>PDF on LEARN</u>: 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><u>PDF on LEARN</u>: 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>Comfort Food redraft (along with original feedback sheet) due at beginning of class</p>

Sept 18	Recipes	<p><u>PDF on LEARN</u>: Velden, Dana. "Staying Close to Difficulty." <i>Finding Yourself in the Kitchen: Kitchen Meditations and Inspired Recipes from a Mindful Cook</i>. New York: Rodale, 2015. 103-108.</p> <p><u>FIND</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>Peer Workshop</p>	<p>Recipe assignment due at beginning of class</p> <p>(bring 2 paper copies to class)</p>
Sept 20		<p>Library Workshop: "Finding and Discerning Resources"</p> <p>LOCATION: TBA</p>	
Sept 25	Cultural & Ethnic Foods	<p>Bring in a restaurant review</p> <p><u>PDF on 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>LINKED PDF on LEARN</u>: Ray, Krishnendu. "A Taste for Ethnic Difference: American Gustatory Imagination in a Globalizing World." <i>Globalization, Food and Social Identities in the Asia Pacific Region</i>. Ed. James Farrer. Tokyo: Sophia University Institute of Comparative Culture, 2010. 1-16.</p>	<p>Bring in a restaurant review you found (about 1000 words)</p> <p>Recipe assignment redraft (along with original feedback sheet) due at beginning of class</p>
Sept 27		<p>WCC Workshop: "On Writing Process and Productive Writing Practices"</p>	<p>Reminder: Have you dined together yet?</p>

Oct 2	Cultural & Ethnic Foods	<p><u>FIND</u>: Heldke, Lisa. "Let's Eat Chinese!": Reflections on Cultural Food Colonialism." <i>Gastronomica</i> 1.2 (2001): 76-79.</p> <p><u>PDF on 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>Peer Workshop</p>	<p>Restaurant Review due at beginning of class</p> <p>(bring 3 paper copies to class)</p>
Oct 4	Cultural & Ethnic Foods	<p>On the topic of the week</p> <p>"What did you find?": Journal article or Book Chapter</p> <p>(approx. 15-20pp)</p>	<p>"What did you find?" synopsis of material with completed worksheet (1 page synopsis of material with completed worksheet)</p> <p>(Remember: % goes to in-class engagement and participation mark)</p>
Oct 9 FALL BREAK (no class)			
Oct 11		<p>Library Workshop:</p> <p>"Assessing Data Sets & Data Visualization"</p> <p>LOCATION: TBA</p>	<p>Restaurant Review redraft (along with original feedback sheets by 2 other students) due at beginning of class</p>
Oct 16	Food Movements	<p><u>FIND online</u>: Marris, Emma. "Hipsters Who Hunt: More Liberals Are Shooting Their Supper." <i>Slate</i>, 5 December 2012.</p> <p><u>PDF on LEARN</u>: Noll, Samantha E. and Ian Werkheiser. "Local Food Movements: Differing Conceptions of Food, People, and Change." <i>The Oxford Handbook of Food Ethics</i>. Ed. Anne Barnhill, Mark Budolfson, and Tyler Doggett. New York: Oxford University Press, 2018. 112-135.</p>	

Oct 18	Food Movements	<p>On the topic of the week “What did you find?”: In the Media (magazines, documentaries, docuseries, blogs, podcasts, TED talks, etc...)</p> <p><u>PDF on LEARN</u>: Gilson, Erinn. “Vote With Your Fork? Responsibility for Food Justice.” <i>Social Philosophy Today</i> 30 (2014): 113-130.</p>	<p>“What did you find?” material with completed worksheet (1 paper copy of article and completed worksheet)</p> <p>(Remember: % goes to in-class engagement and participation mark)</p>
Oct 23	Health and Diet Claims	<p><u>PDF on LEARN</u>: Taubes, Gary. “The Original Sin.” <i>Why We Get Fat: And What To Do About It</i>. New York: Alfred A. Knopf, 2011. 3-12.</p> <p><u>PDF on LEARN</u>: Taubes, Gary. “Head Case.” <i>Why We Get Fat: And What To Do About It</i>. New York: Alfred A. Knopf, 2011. 80-86.</p> <p><u>PDF on LEARN</u>: Teicholz, Nina. “The Fat Paradox: Good Health on a High-Fat Diet.” <i>The Big Fat Surprise: Why Butter, Meat, and Cheese Belong in a Healthy Diet</i>. New York: Simon & Schuster, 2014. 8-18.</p> <p>Peer Workshop</p>	<p>Research Proposals and Outline due beginning of class (2 paper copies)</p> <p>We will redraft in class and you will submit final version to me by 11:30pm (via email).</p>
Oct 25	Health and Diet Claims	<p><u>PDF on LEARN</u>: Isaacs, Tracy. “Food Insecurity: Dieting as Ideology, as Oppression, and as Privilege.” <i>The Oxford Handbook of Food Ethics</i>. Ed. Anne Barnhill, Mark Budolfson, and Tyler Doggett. New York: Oxford University Press, 2018. 572-592.</p> <p>On the topic of the week “What did you find?”: Journal article or Book Chapter (approx. 15-20pp)</p>	<p>“What did you find?” reading with completed worksheet (1 paper copy of article and completed worksheet)</p> <p>(Remember: % goes to in-class engagement and participation mark)</p>

Oct 30	Health and Diet Claims	<u>WATCH</u> : PBS Michael Pollan's "In Defense of Food"	Completed Worksheet: from viewing of "In Defense of Food"
Nov 1	Food Marketing	<p><u>FIND</u>: Lu, Shun and Gary Alan Fine. "The Presentation of Ethnic Authenticity: Chinese Food as a Social Accomplishment." <i>The Sociological Quarterly</i> 36.3 (1995): 535-553.</p> <p><u>FIND</u>: Green, Thomas. "Tricksters and the Marketing of Breakfast Cereals." <i>The Journal of Popular Culture</i> 40.1 (2007): 49-68.</p>	
Nov 6	Food Marketing	<u>FIND</u> : Julier, Alice and Laura Lindenfeld. "Mapping Men Onto the Menu: Masculinities and Food." <i>Food & Foodways</i> 13 (2005) 1-16.	
Nov 8	Food Marketing	<p>On the topic of the week</p> <p>"What did you find?": In the Media (magazines, documentaries, docuseries, blogs, podcasts, TED talks, etc...)</p>	<p>"What did you find?" synopsis of material with completed worksheet (1 page synopsis of material with completed worksheet)</p> <p>(Remember: % goes to in-class engagement and participation mark)</p>
Nov 13		Peer Workshop	Draft of research paper due beginning of class (3 paper copies)

Nov 15	Food Accessibility	<p><u>PDF on LEARN</u>: Castle, David, Keith Culver, and William Hannah. "Scenarios for Food Security." <i>The Philosophy of Food</i>. Ed. David M. Kaplan. Berkeley, CA: University of California Press, 2012. 250-268.</p> <p><u>PDF on LEARN</u>: Pierce, Andrew J. "The Power and Politics of Disgust: Toward a Critical Theory of Food." <i>Social Philosophy Today</i> 30 (2014): 131-143.</p>	
Nov 20	Food Accessibility	<p>On the topic of the week "What did you find?": Journal article or Book Chapter (approx. 15-20pp)</p>	<p>"What did you find?" reading with completed worksheet (1 paper copy of article and completed worksheet)</p> <p>(Remember: % goes to in-class engagement and participation mark)</p>
Nov 22	Future of Food	<p><u>PDF on LEARN</u>: Welin, Stellan, Julie Gold, and Johanna Berlin. "In Vitro Meat: What Are the Moral Issues?" <i>The Philosophy of Food</i>. Ed. David M. Kaplan. Berkeley, CA: University of California Press, 2012. 292-304.</p> <p><u>PDF on LEARN</u>: Michaelson, Eliot and Andrew Reisner. "Ethics for Fish." <i>The Oxford Handbook of Food Ethics</i>. Ed. Anne Barnhill, Mark Budolfson, and Tyler Doggett. New York: Oxford University Press, 2018. 189-206.</p>	

Nov 27	Future of Food	<p>On the topic of the week “What did you find?”: <u>EITHER</u> Journal article or Book Chapter (approx. 15-20pp) <u>OR</u> In the Media (magazines, documentaries, docuseries, blogs, podcasts, TED talks, etc...)</p> <p>Peer Workshop</p>	<p>“What did you find?” reading/material with completed worksheet (1 paper copy of article or 1 page synopsis of material and completed worksheet)</p> <p>(Remember: % goes to in-class engagement and participation mark)</p> <p>Revised draft of research paper due beginning of class (2 paper copies)</p>
Nov 29	<p>“Done! Let’s Eat!”</p> <p>Final Thoughts</p>	POTLUCK LUNCH!	Potluck dish you’d like to share (please be mindful of others’ allergies)
Dec 7			<p>Due by 5pm (as PDF documents via email) Final Research Paper AND Final Self-Reflection</p>