



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: Winter 2019

Tuesdays & Thursdays 1:00-2:20pm (SJ1 Room 2011)

Instructor Information

Instructor: Dr. Lauri Jang

Office: SH 2114

Office Hours: Wednesdays (1:15pm – 2:15pm), Thursdays (11:45am – 12:45pm), 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 (350-500 words)	Jan 10 th and Jan 15 th	5%
Recipe (800-1000 words)	Jan 17 th and Jan 24 th	10%
Restaurant Review (800-1000 words)	Jan 31 st and Feb 7 th	10%
Peer Reviews (cumulative reviews of other students' work)	In class throughout the term: Jan 10 th ; Jan 17 th ; Jan 31 st ; Feb 26 th ; Mar 19 th (twice); Apr 2 nd (twice)	20%
Final Essay Proposal and Drafts	Proposal: Feb 26 th Drafts: Mar 19 th and Apr 2 nd	15%
Final Essay (1500-2000 words)	Apr 12 th by 5pm (as Word document via Dropbox)	15%
Final Self-Reflection (350-500 words)	Apr 12 th by 5pm (as Word document via Dropbox)	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! (During writing workshops, however, I may allow you to use your laptops for writing exercises. I will let you know.) Note: If you require use of your laptop 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. 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. Illness Verification Form: <https://uwaterloo.ca/campus-wellness/sites/ca.campus-wellness/files/uploads/files/VIF-online.pdf>

On Marked Assignments: Most of your marked assignments will be returned to you in class or via LEARN. 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 (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.

You can make multiple appointments throughout the term, or do drop-ins 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/>

WCC Hours:

Drop-Ins: Mondays through Thursdays from 12-3 PM in PAS 2013

Write Clubs (Jan 21 – Apr 4): Mondays 7-9 PM in REV North Quad Lounge; Thursday 3-5PM in RCH 206

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
Jan 8 (Day 1)	Comfort Food Introductions and Syllabus		
Jan 10 (Day 2)	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><u>Instructions</u>:</p> <ul style="list-style-type: none"> • before class, submit 1 electronic copy to Dropbox (Word doc) AND • bring 1 paper copy to class
Jan 15 (Day 3)	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 due at beginning of class</p>
Jan 17 (Day 4)	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><u>Instructions</u>:</p> <ul style="list-style-type: none"> • before class, submit 1 electronic copy to Dropbox (Word doc) AND • bring 1 paper copy to class

Jan 22 (Day 5)		<p>Librarian Workshop: “Finding and Discerning Resources”</p> <p>Location: our classroom</p>	
Jan 24 (Day 6)	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 (between 700-1000 words)</p> <p>Recipe assignment redraft due at beginning of class (with peer feedback worksheet attached)</p>
Jan 29 (Day 7)		<p>WCC Workshop: “On Writing Process and Productive Writing Practices”</p> <p>Location: our classroom</p>	Reminder: Have you dined together yet?
Jan 31 (Day 8)	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><u>Instructions:</u></p> <ul style="list-style-type: none"> • before class, submit 1 electronic copy to Dropbox (Word doc) AND • bring 2 paper copies to class

Feb 5 (Day 9)	Cultural & Ethnic Foods	On the topic of the week “What did you find?”: Journal article or Book Chapter (approx. 15-20pp)	“What did you find?” one-page synopsis of material using worksheet provided (Remember: % goes to in-class engagement and participation mark)
Feb 7 (Day 10)		Librarian Workshop: “Assessing Data Sets & Data Visualization” LOCATION: our classroom	Restaurant Review redraft due at beginning of class (with 2 peer feedback worksheets attached)
Feb 12 (Day 11)	Food Movements	<u>FIND online:</u> Marris, Emma. “Hipsters Who Hunt: More Liberals Are Shooting Their Supper.” <i>Slate</i> , 5 December 2012. <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.	
Feb 14 (Day 12)	Food Movements	On the topic of the week “What did you find?”: In the Media (magazines, documentaries, docuseries, blogs, podcasts, TED talks, etc...) <u>PDF on LEARN:</u> Gilson, Erinn. “Vote With Your Fork? Responsibility for Food Justice.” <i>Social Philosophy Today</i> 30 (2014): 113-130.	“What did you find?” one-page synopsis of material using worksheet provided (Remember: % goes to in-class engagement and participation mark)
Feb 18 – Feb 22: Family Day & Reading Break			

<p>Feb 26 (Day 13)</p>	<p>Health and Diet Claims</p>	<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>Final Essay Proposal due beginning of class</p> <p><u>Instructions</u>:</p> <ul style="list-style-type: none"> • before class, submit 1 electronic copy to Dropbox (Word doc) AND • bring 1 paper copy to class <p>We will redraft in class and you will submit final version to me by 11:30pm (Word doc via Dropbox).</p>
<p>Feb 28 (Day 14)</p>	<p>Health and Diet Claims</p>	<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?" one-page synopsis of material using worksheet provided</p> <p>(Remember: % goes to in-class engagement and participation mark)</p>
<p>Mar 5 (Day 15)</p>	<p>Health and Diet Claims</p>	<p><u>WATCH</u>: PBS Michael Pollan's "In Defense of Food" (On reserve in library or on Netflix)</p>	<p>Completed Worksheet: from viewing of "In Defense of Food"</p>

Mar 7 (Day 16)	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>	
Mar 12 (Day 17)	Food Marketing	<p><u>FIND</u>: Julier, Alice and Laura Lindenfeld. "Mapping Men Onto the Menu: Masculinities and Food." <i>Food & Foodways</i> 13 (2005) 1-16.</p>	
Mar 14 (Day 18)	Food Marketing	<p>On the topic of the week "What did you find?": In the Media (magazines, documentaries, docuseries, blogs, podcasts, TED talks, etc...)</p>	<p>"What did you find?" one-page synopsis of material using worksheet provided</p> <p>(Remember: % goes to in-class engagement and participation mark)</p>
Mar 19 (Day 19)		<p>Peer Workshop</p>	<p>Draft of essay due beginning of class</p> <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • before class, submit 1 electronic copy to Dropbox (Word doc) AND • bring 2 paper copies to class

Mar 21 (Day 20)	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>	
Mar 26 (Day 21)	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?" one-page synopsis of material using worksheet provided</p> <p>(Remember: % goes to in-class engagement and participation mark)</p>
Mar 28 (Day 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>	
Apr 2 (Day 23)		<p>Peer Workshop</p>	<p>Revised draft of essay</p> <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • before class, submit 1 electronic copy to Dropbox (Word doc) AND • bring 1 paper copy to class

Apr 4 (Day 24)	"Done! Let's Eat!" Final Thoughts	POTLUCK LUNCH!	Potluck dish you'd like to share (please be mindful of others' allergies)
Apr 12			Due at 5pm (as Word documents via Dropbox) Final Essay AND Final Self-Reflection