Writing Food Culture
HONORS 326-01, Fall 2023
Course Syllabus

Instructor: Julie Jenner
Meeting Time: Monday, Wednesday, and Friday, 12:00-12:50 pm
Meeting Place: Doti Hall 105
Instructor's e-mail: jenner@chapman.edu
Zoom Office Hours: email anytime to set up an appointment

Using the focused theme of food with its many facets from farm to table as well as its many cultural and societal dimensions, this writing-based seminar aims to develop the critical and creative thinking needed to read, write, and dialogue effectively across various contexts, media, and genres. Students engage in creative, analytical, argumentative, researched, and reflective genres of writing throughout the semester. Food writing in its numerous forms and expressions presents students with the opportunity to respond to and interpret texts from diverse disciplinary, historical, and cultural settings, considering issues such as style, cultural bias, and rhetorical impact. 3 credits. *Offered Fall semester. Prerequisite: acceptance to the University Honors Program, or consent of instructor and Honors Director.*

Learning Outcomes

Honors Program

Upon completing a course in the University Honors Program, students will have

a. obtained a starting point for integrative exploration of the development of cultures and intellectual achievements through a variety of disciplinary and interdisciplinary perspectives;

b. sharpened their ability to critically analyze and synthesize a broad range of knowledge through the study of primary texts and through engagement in active learning with fellow students, faculty, and texts (broadly understood);

c. understood how to apply more integrative and interdisciplinary forms of understanding in the advancement of knowledge and in addressing complex challenges shaping the world;

d. developed effective communication skills.

Written Inquiry (WI):

Student establishes active, genuine, and responsible authorial engagement; communicates a purpose—an argument or other intentional point/goal; invokes a specific audience, develops the argument/content with an internal logic-organization; integrates references, citations, and sources materially logically and dialogically, indicating how such forms of evidence relate to each other and the author's position; and composes the text with: a style or styles appropriate to the purpose and intended audience, consistent use of the diction appropriate to the author's topic and purpose, the ability to establish and vary authorial voice(s) and tone(s), a choice of form(s) and genre(s) appropriate to purpose and audience (forms may be digital and/or multimodal), and rhetorically effective use of document design.

Social Inquiry (SI): Students identify, frame, and analyze social and/or historical structures and institutions in the world today.

Course-Specific Learning Objectives

Students will:

- hone competence in observation, description, analysis, and narrative.
- develop and discern rhetorical and stylistic strategies that best suit particular arguments, situations, and audiences.
- carry out individualized field observation and research.
- generate story ideas through critical reading and personal experience.
- communicate effectively through writing and multimedia storytelling.
- develop an ability to critique others' writing constructively and to use the same to effectively work collaboratively through frequent group exercises (workshops) and conferences.
- articulate how food itself (and various food media texts) represent and co-produce arrangements of power and categories of identity (such as race, gender, sexuality, and class), including ethical implications.
- critically evaluate connections and disjuncture between our food media history and its present manifestations.
- identify, frame, and analyze social and/or historical structures and institutions related to worldwide food production, processing, and distribution.
- clearly articulate their perspectives regarding the tastes and flavors of foodstuffs, consumption habits, and global food system issues.

Course Components

Meeting Format:
We will meet in Doti Hall 105 on Mondays, Wednesdays, and Fridays from 12 pm to 12:50 pm, unless directed otherwise. Exceptions might include field trips, fieldwork, or individual conferences. Check the updated course schedule on Canvas for special meeting places.

Course Schedule and Topics:
Week 1: Intro to Writing Food Culture

Topics: *course structure, sensory writing, visual storytelling, interdisciplinary approach writing about food, history of Orange International Street Fair*

Weeks 2-5: Food, Society & History
Topics: *ethnic food history in America, local CA food history, recipes as cultural and historical artifacts*

Weeks 6-8: Food, Farm & Marketplace
Topics: *the business of food, grocery industry, farming practices, sustainability*

Weeks 9-10: *Food, Art & Media*
Topics: *Food in lit, film, and art, food philosophy, writing personal narrative and memoir*

Week 11: Food & Science
Topics: *scarcity, nutrition, food processing, preservation, testing, and safety*

Weeks 12-14: *Food, Community, & Ceremony*
Topics: *local eating and sourcing, celebratory foods, holiday cooking, brainstorming and drafting the final project, individual conferences*

Final Exam date: Monday, Dec. 11, 8-10:30 am:
Topic: *final project and presentations due*

NOTE: *A detailed weekly course schedule with in-class activities, field trips, field research, discussion posts, reading/viewing/writing assignments is available on Canvas under the modules for each week. I don't recommend printing out the schedule, as readings, viewings, field trips, and assignment due dates are subject to change. Always consult Canvas Modules for the most recent version of the schedule.*

Required Course Texts
Please acquire access the following text for the course. A digital version is fine.
  • *Books That Cook: The Making of a Literary Meal,* edited by Jennifer Cognard-Black and Melissa A. Goldthwaite (ISBN 978-1-4798-3021-3)

Other required readings and viewings for the course will be provided on Canvas Modules.

Technology and the Quality of Your/Our Education
You will need to bring a laptop or comparable device to each class to engage in Canvas discussions or for other in-class exercises. This course employs features of Canvas. It is your responsibility to learn to use all the web functions that are relevant to the course.

We are all challenged these days by the ways in which our digital devices – including laptops, tablets, and phones – can steal our attention away from our immediate surroundings. A significant body of research demonstrates that when students engage in off-task behavior on their devices, it hurts the learning of the peers sitting near them.

This class depends upon everyone's active engagement. Your ideas will become richer when they are articulated and engaged in dialogue with the ideas of your peers. If you are focused on your device, instead of our work, you are depriving the entire class of your ideas and questions – both of which we all want to hear. Your attention contributes to all of our learning.

Finally, since so much of the course depends upon discussion, I want to ensure that we all respect one another by listening to each other. We all have likely had the demoralizing experience of trying to speak or perform with someone who was focused on their phone and feeling hurt by their lack of attention to us. In this class, I want us to respect everyone's voices by being present and listening to each other.

I'm committed to fostering a mindful classroom to make our time together an opportunity for deep learning, inspiration, and meaningful discovery.
- To that end, I strongly discourage idle and off-task laptop use. You may use laptops to read the texts and take notes in the course as you wish and as needed. <u>If you use a laptop, close any tabs unrelated to the course</u>. Consider getting an app or program that can help you take and save notes directly on the texts themselves.
- You may have your phone out on your desk but keep it facedown so you are not continually seeing new notifications that steal away your attention. Those continued flashes of light have been engineered to hijack your attention and can hurt both your learning and the learning of your peers.
- There will be times in class when I want everyone to put their devices away and focus on some activity: a quick writing exercise, a discussion circle, or a worksheet. In those activities, we will all be <u>device free</u>.
- Finally, in order to show everyone that we are listening respectfully to one another, please remove any earbuds at the start of class.

Use of Generative AI Tools in this Class

Generative AI tools, especially large language model chatbots like ChatGPT, are widely used today in many contexts. Learning to use AI responsibly and ethically is thus an important concept to engage with thoughtfully in your work as a student and beyond. Students should, however, be aware of the limits of generative AI tools such as ChatGPT:

- The quality of the prompt fed to the chatbot directly correlates to the quality of the generated text you will receive. Making the most of ChatGPT requires being thoughtful about how you write your prompts.
- Fact-check all AI outputs. Assume it is wrong unless you cross-check the claims with reliable sources. The current AI models will confidently reassert factual errors. You will be responsible for any errors or omissions.
- Full disclosure: Like any other tool, the use of AI should be acknowledged. At the end of your assignment, write a short paragraph to explain which AI tool and how you used it. Include the prompts you used to get the results. Failure to do so is in violation of academic integrity policies.

The following examples demonstrate approved uses of AI in this course. You can take advantage of a generative AI to:

- Brainstorm ideas, draft an outline, clarify thoughts, and/or generate keywords.
- Fine-tune, expand, or clarify your research questions.
- Check grammar, writing conversions, and style; help you find an expression.

The use of generative AI tools is not permitted in this course for the following activities:

- Using the AI tool to compose a response to discussion board prompt or to enter content into a chat in a classroom context (e.g., Zoom).
- Completing your specific task for assigned group work.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments

Caution: Using an AI-content generator such as ChatGPT to complete an assignment without proper attribution violates academic integrity. By submitting assignments in this class, you pledge to affirm that they are your own work, and you attribute the use of any tools and sources.

Grade Assessment

- 10% // Preparation + Participation + Engagement
- 10% // Orange International Food Fair Article
- 10% // Orange History Archive Research/Presentation
- 10% // Farmer's Market Experience
- 10% // Farm/Marketplace Blog
- 10% // Food Film/Art Review or Food Lit Comparative Essay
- 10% // Food Culture Memoir
- 30% // Final Project

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   100%   Total

A-100-94; A- 93-90; B+ 89-87; B 86-84; B- 83-80; C+ 79-77; C 76-74; C- 73-70; D+ 69-67; D 66-64; D- 63-60; F 59-0

Participation + Preparation + Engagement: Your presence is crucial to your success in this class. Because we do a lot of group work, your peers depend on you being present and attentive. You respect the writing community by being informed and fulfilling your responsibilities to your classmates. Participation will be evaluated based on your performance in a combination of activities, including overall attendance, collaborations, discussions, and Canvas discussion posts throughout the semester. This component comprises 10% of your overall grade.

Attendance
I take attendance at the beginning of class each day. The University recommends as a minimal policy that students who are absent 20 percent of the course should be failed. For this course, you are allowed 3 unexcused absences. I allow for three unexcused absences because I understand how life has a way of sometimes interfering with our regular schedules, so use these absences wisely. For each unexcused absence over the 3 allowed, your participation grade will be lowered 5 grade points. Though I appreciate the heads up immensely, simply telling me in advance that you will be absent from class does not excuse the absence; it merely explains it. For an absence to be considered excused, official documentation must be provided. Some examples of official documentation include a note from the campus health center or a doctor in case of sickness, a copy of the notice in case of jury duty or some other court hearing, or a note from an instructor regarding an absence due to performance or sport. Let me know immediately

if you need clarification about the nature of the absence or its documentation.

Tardiness
Tardiness is disruptive to the class and is noted on the attendance roster. I understand having to be late due to unavoidable circumstances; however, if I notice your tardiness becoming excessive or habitual, I will be lowering your participation grade, with 3 tardy arrivals being equivalent to one unexcused absence. It is your responsibility to complete all assigned reading and work for any missed class sessions. All assignments, due dates, handouts, and readings will be posted on Canvas before the class.

Collaborations, Discussions, and Posts
We are a community of writers and learners in this course. You will engage with peers for group discussions, workshops, as well as group activities and Canvas Discussion posts assigned throughout the semester. Giving and receiving feedback on works in progress is invaluable to growing as a writer and understanding writing as a social process. There will be times when we will be utilizing the *Discussion* board feature on Canvas to post your responses to peer work and other activities. The content of these posts will range from creative exercises to responses to readings and viewings. This is a community space, so be mindful that peers will also have access to the material you post.

You will receive all participation points when you attend class regularly (not having more than three unexcused absences), are on time, are engaged learners, bring readings and necessary materials to class (this includes laptops and any required texts), avoid distractive use of technology (using phones in class for personal communication), contribute regularly and in an informed manner to the class discussions, successfully collaborate with others, participate in any class activities such as assigned discussion posts and presentations, manifest professional behavior (also in email exchanges), and help others to do all of the above. Your participation grade will count 10% of your grade for the course.

Composition Assignments: You will be asked to complete 6 composition assignments that evolve around the social and experiential aspects of the course. Genres include blog entries, articles, reports, archival research slideshows, reviews, and photo essays. Each assignment counts 10% of your grade.

Final Project: This project will replace a final exam and is due on the scheduled exam date for the course. You will be asked to *synthesize course materials, experiences, and additional research into a multimedia or multimodal composition around course-related themes such as health, history, travel, ecology, economics, animal welfare, social change, nutrition, and home cooking.* You will present your project during the last exam time. This project counts 30% of your grade.

Late Work Policy

As mentioned above, late assignments will not be accepted without an excused absence and/or an approved extension. You must turn in all assignments on time to receive credit.

You are required to turn in assignments in their designated areas on Canvas. Don't wait until the last minute to submit work; give yourself extra time in case any problems arise. If by chance you are having any difficulties posting on Canvas that day, send me a copy of your assignment by email, using your student email to meet the deadline and then try again later to post your assignment to Canvas.

Peer Groups and Workshops

We are a community of writers and learners in this course. You will engage with peers for group discussions, workshops, and other collaborative activities. Giving and receiving feedback on works in progress is invaluable to growing as a writer and understanding writing as a social process. I will be providing general guidelines on how to respond to your peers' work during peer review sessions.

Field Work and Trips and Archival Research

There might be days when the class or research will be conducted outside the usual classroom space and time. For instance, we might meet at The Orange Homegrown Education Farm or in various spaces around campus and Orange's Plaza Circle, such as the Orange Library History Center. Locations and times will be announced in advance and posted on the course schedule.

Guest Speakers and Special Events

As needed, I will make space in our course schedule for guest speakers and special campus events that inform the content of the course. Locations and times will be announced in advance and posted on the course schedule.

Individual Conferences

Individual conferences will take place the week before the fall break. You are required to sign up for a time slot during this week. We will not hold class meetings during these conferencing days, but you are required to complete

any readings or assignments as directed in the course schedule. Conferences are an opportunity to discuss any concerns or challenges you are having with the class or with writing in general or to discuss ideas for projects and revisions. This is the only required conference meeting during the semester; however, I encourage you to schedule additional meeting times with me throughout the semester as needed.

Additional University Policy

Chapman University's Academic Integrity Policy. "Chapman University is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work and academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to the university Academic Integrity Committee, which may impose additional sanctions including expulsion. Please see the full description of Chapman University's policy on Academic Integrity at www.chapman.edu/academics/academicintegrity/index.aspx."

Chapman University's Students with Disabilities Policy. "In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Disability Services Office. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516–4520 or visit www.chapman.edu/students/student-health-services/disability-services if you have questions regarding this procedure or for information or to make

an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course."

Chapman University's Equity and Diversity Policy. "Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy. Please see the full description of this policy at http://www.chapman.edu/faculty-staff/human-resources/eoo.aspx. Any violations of this policy should be discussed with the professor, the dean of students and/or otherwise reported in accordance with this policy.