

Communications Studies COMS 401.24 L17
Globalization and Culinary Tourism
Spring 2011
Group Study Program (Spain)

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Course Description

The aim of this course is to use food as a lens to introduce students to the complex relations among food, globalization and culinary tourism. Patterns of food production, distribution and consumption have dramatically altered over the course of the twentieth century, challenging what is meant by natural, authentic, and local. Advances in transportation systems have enabled food to travel at increasingly longer distances, such that most people in developed nations expect to eat from a 'global' table. Paradoxically, in the face of the industrialization and globalization of food systems, consumers are demanding local, organic, and 'natural' foods. In particular, food tourism is on the rise, as consumers travel longer distances to taste 'authentic', 'national' cuisines.

Spain offers an opportune site to explore the paradoxes and contradictions of modern food cultures. Spain is a land of extremes, from artisan food production, to 'molecular gastronomy', from elite to populist food cultures. It is also a site of problematic contradictions, as its burgeoning tourist industry strains the integrity of its cultural heritage. Spain is also changing dramatically, as disputes rage between regionalism and nationalism, as women enter the work force (and 'convenience' foods are on the rise) and as immigration changes what it means to 'be' and 'eat' Spanish.

Objectives:

- Students will gain an awareness of histories of globalization of food and the relationship between Spain and the rest of the world in terms of food production and exports and imports. Particular attention will be placed on the history of Spanish food trade and how one's regional cuisine can be a form of cultural export not unlike art or music.
- Using Lucy Long's definition of culinary tourism "as the intentional, exploratory participation and presentation of a food item, cuisine, meal

system, or eating style considered to belong to a culinary system not one's own", students will explore the growing field of culinary tourism first hand as they experience Spanish foodways in street markets, grocery stores and family owned farms.

- Students will learn how to read 'culture' via experiential learning methods. Pre-departure classes will focus on the context for globalization studies as well as introduce the student to various types of experiential methods that can be utilized in the field such as reflective writing, interviews and auto-ethnography.

Pre departure requirements

One lecture will be given to introduce students to broad issues of globalization and culinary tourism.

Assignments and Evaluation

Reading Presentation 30%:

Within the groups (three of five and two of six), students will present and facilitate discussion on readings from the custom readings package to be posted on Blackboard. Each group will be assigned one reading to present, according to the schedule of class discussions. The groups may decide amongst themselves whether they want to break into sub-groups of two or three to prepare the reading presentations, or whether they wish to divide the presentation delivery to some and then facilitation duties to others. Each reading presentation should be 20 minutes, plus 20-30 minutes of facilitated group discussion of the reading.

All reading presentations should be based on the seminar-style. Assume that your classmates and instructors have read the article/chapter. Provide a brief summary of the article's main points, and then focus your presentation on an analysis of the author's argument. Relate the article to the larger theme of consumption and globalization. You must prepare 4-6 discussion questions based on the article, and facilitate the discussion with your classmates. Obviously, there will be no technology so power point presentations are highly discouraged.

Students who present together will receive the same grade on the presentation.

Experiential Research Project 30%:

In the same assigned groups as the reading presentation, students will work together to explore and present on an aspect of globalized food culture (ideally an aspect that your designated article highlights and develops) through one experiential research project in the field. Experiential research is based on experiencing firsthand a certain aspect of a

culture and then reflectively analyzing that experience to provide critical commentary on the issues studied. (You will find more detailed instructions of experiential methods on Blackboard before we depart.)

The experiential research project can be creative and the aim is to share those experiences at our own mini conference on the second last evening of the travel study program. Some examples of experiential projects are: a photo essay showing the globalization or localization of supermarket or street food in Spain; a weekly menu that typically exemplifies the food items eaten by people in Spain showing the influences of global food trade; a report of Canadian food items found in either Spanish supermarkets or restaurants; an ethnographic study of local eating habits in tapas bars; a poster board highlighting a certain globalization/food issue found throughout your three weeks in Spain. The more successful projects will connect the academic theory found in the articles studied to the personal experience in the field.

All members of each group are expected to contribute equally in the preparation of the project, and will receive the same grade.

Groups should be aware that while there are certainly benefits to presenting a carefully planned, creative, and well-thought-out project, there are NO benefits to a glossier/more “professionalized” project. To this end, no group may spend more than 15 Euro (or 3 Euro per person) in the preparation of the mini-conference presentation. It should also be noted that exceptionally successful project presentations can be prepared for no more than the cost of paper/poster board and pens.

Final paper (Due June 16)* 40%

Upon completion of the course, students will write an 8-10 page essay incorporating additional scholarly sources to individually expand upon either their reading presentation or their experiential research topic. This paper is designed to allow students the opportunity to examine, in closer detail, some of the key questions that the course raises about food, consumption, and globalization.

Papers are expected to follow traditional scholarly research paper format (similar, but on a smaller scale, to the GNST 501 format). Students should identify a research question and form a thesis statement, and should utilize a minimum of four scholarly sources to support their argument.

The topic for this paper should be discussed with and approved by the instructor while in the field. Unless a burning desire to pursue a new course-related topic arises, students are encouraged to build upon some aspect of the topics that they presented on (either through the readings presentation or the experiential project) for this paper.

*The default due date for this paper is June 16. If students are traveling on after the end of the program, an extension may be negotiated.

Registrar-scheduled Final Examination: No

Please note: If your class is held in the evening, the Registrar's Office will make every attempt to schedule the final exam during the evening; however, there is NO guarantee that the exam will NOT be scheduled during the day.

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, **students should identify themselves on all written work by placing their name on the front page and their ID number. Also you will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam from SS320 after classes have ended.**

For more information see also <http://www.ucalgary.ca/secretariat/privacy>.

Writing Skills Statement

Department policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. For details see <http://www.comcul.ucalgary.ca/needtoknow>. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. Research papers must be properly documented.

If you need help with your writing, you may use the Writing Centre. Visit the website for more details: www.efwr.ucalgary.ca

Grading System

The following grading system is used in the Department of Communication and Culture:

(Revised, effective September 2008)

	Grading Scale
A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99

C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49

Where a grade on a particular assignment is expressed as a letter grade, it will normally be converted to a number using the midpoint of the scale. That is, A- would be converted to 87.5 for calculation purposes. F will be converted to zero.

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Please consult your instructor or the Writing Centre (MacEwan Student Centre 4th floor, efwr.ucalgary.ca) if you have any questions regarding how to document sources.

Academic Misconduct

For information on academic misconduct and the consequences thereof please see the current University of Calgary Calendar at the following link;
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students with Disabilities

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Disability Resource Centre (220-8237) and discuss your needs with your instructor no later than fourteen (14) days after the start of the course.

Students' Union

For details about the current Students' Union contacts for the Faculty of Arts see
<http://www.su.ucalgary.ca/governance/elections/home.html>

Student Ombudsman

For details on the Student Ombudsman's Office see
<http://www.su.ucalgary.ca/services/student-services/student-rights.html>

Emergency Evacuation and Assembly points

For information on the emergency evacuation procedures and the assembly points see <http://www.ucalgary.ca/emergencyplan/assemblypoints>

"SAFEWALK" Program -- 220-5333

Campus Security will escort individuals day or night -- call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

Ethics

Whenever you perform research with human participants (i.e. surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. For more information about your research ethics responsibilities, see

The Department of Communication and Culture Research Ethics site:

<http://www.comcul.ucalgary.ca/ethics>

or the University of Calgary Research Ethics site:

<http://www.ucalgary.ca/research/cfreb>

Schedule of Lectures and Readings

Posted on Blackboard