



**ST. JEROME'S**  
**UNIVERSITY**

**St. Jerome's University in the University of Waterloo**

**Course: ARTS 140 Section 003**

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

**Term: Fall 2021**

**Remote Instruction**

### **Instructor Information**

Instructor: Dr. Lauri Jang

Office: ONLINE

Office Hours: online and 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 (all by 5pm ET)	Weight
Online Engagement	Throughout Term	15%
Comfort Food Personal Essay (350-500 words)	Sept 12 (Sun) and Sept 17 (Fri)	5%
Recipe (800-1000 words)	Sept 28 (Tues) and Oct 8 (Fri)	10%
<i>What Did You Find?</i> Summaries (2 assignments; 350-500 words each)	Nov 2 (Tues) and Nov 30 (Tues)	10% (5% each)
Peer Reviews and Evaluations (6 peer reviews of other students' work; @ 5% each)	Sept 14 (Tues); Oct 1 (Fri); Nov 5 (Fri; twice); Dec 3 (Fri; twice)	30%
Essay Proposal	Oct 22 (Fri)	5%
First Draft of Essay	Nov 19 (Fri)	10%
Final Draft of Essay (1500-2000 words)	Dec 13 (Mon)	10%
Final Self-Reflection (350-500 words)	Dec 13 (Mon)	5%
TOTAL		100%

### Course Policies

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. Unless there is a documented emergency or illness, or if there is a religious holiday for which the University of Waterloo provides accommodation, 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>

### St. Jerome's 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/](http://www.uwaterloo.ca/academicintegrity/) for more information.]

**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).

**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, www.sju.ca/sites/default/files/upload\\_file/PLCY\\_AOM\\_Student-Petitions-and-Grievances\\_20151211-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf). When in doubt, please be certain to contact the St. Jerome's academic advisor 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/](http://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 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, www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Discipline\\_20131122-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf). 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](http://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](http://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](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Petitions-and-Grievances) (other than a petition) or the [St. Jerome's University Policy on Student Discipline](http://www.sju.ca/sites/default/files/PLCY_AOM_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, www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Appeals\\_20131122-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf).

**Note for students with disabilities:** [AccessAbility Services](http://www.uwaterloo.ca/accessability-services/), located in Needles Hall (Room 1401) at the University of Waterloo, 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/](http://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**

- SJU Wellness Coordinator: Lindsay Thompson ([lindsay.thompson@uwaterloo.ca](mailto:lindsay.thompson@uwaterloo.ca))
- Counselling Services: [counselling.services@uwaterloo.ca](mailto: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 x213

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>

**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.

*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**

Week	Due Dates (by 5pm ET)	Content & Assignments	Assignments Due
1	Sept 12 (Sun)	<p><b>Topic — Introduction and Syllabus</b></p> <p><u>READ and CONSIDER:</u></p> <ul style="list-style-type: none"><li>• Marni Soupcoff's <i>National Post</i> piece, "Why Comfort Foods Can Be Good for You (Especially During a Pandemic)." Here is the link: <a href="https://nationalpost.com/opinion/marni-soupcoff-why-comfort-foods-can-be-good-for-you-especially-during-a-pandemic">https://nationalpost.com/opinion/marni-soupcoff-why-comfort-foods-can-be-good-for-you-especially-during-a-pandemic</a></li><li>• Karla Alindahao's article in <i>Forbes</i>, titled "The Power of Comfort Food in the Time of Coronavirus." Here is the link: <a href="https://www.forbes.com/sites/karlaalindahao/2020/03/31/comfort-food-coronavirus-2020/#57fc6d6368b6">https://www.forbes.com/sites/karlaalindahao/2020/03/31/comfort-food-coronavirus-2020/#57fc6d6368b6</a></li><li>• Nicola Slawson's more recent 2021 piece, "Burnout Eating: How Chronic Pandemic Stress Can Disrupt and Destroy Our Diet." Here is the link: <a href="https://www.theguardian.com/society/2021/jul/15/burnout-eating-how-chronic-pandemic-stress-can-disrupt-and-destroy-our-die">https://www.theguardian.com/society/2021/jul/15/burnout-eating-how-chronic-pandemic-stress-can-disrupt-and-destroy-our-die</a></li></ul> <p>Draft of Comfort Food Personal Essay (Word doc)</p>	<p>Answers to discussion questions</p> <p>Draft of Comfort Food Personal Essay (Dropbox; Word doc)</p>
2	Sept 14 (Tues)  Sept 17 (Fri)	<p><b>Topic — Comfort Food</b></p> <p>Peer-review of partner's personal essay (Edited Word doc)</p> <p>Final draft of Comfort Food Personal Essay (Word doc)</p>	<p>Peer-review of partner's personal essay (Dropbox; Word doc)</p> <p>Final Draft of Personal Essay (Dropbox; Word doc)</p>

3	Sept 24 (Fri)	<p><b>Topic — Recipes</b></p> <p><u>READ and CONSIDER:</u></p> <ul style="list-style-type: none"> <li>• <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.</li> <li>• <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.</li> </ul> <p><u>FIND and CONSIDER:</u></p> <ul style="list-style-type: none"> <li>• Via online library resources: Bloom, Lynn Z. “Consuming Prose: The Delectable Rhetoric of Food Writing.” <i>College English</i> 70.4 (2008): 346-362.</li> </ul> <p><u>LISTEN and CONSIDER:</u></p> <ul style="list-style-type: none"> <li>• Using the link below, listen to <i>The Allusionist</i> podcast episode “Food Into Words.”  <a href="https://www.theallusionist.org/allusionist/food-into-words">https://www.theallusionist.org/allusionist/food-into-words</a></li> </ul>	<p>Answers to discussion questions</p> <p>Answers to discussion questions</p>
4	<p>Sept 28 (Tues)</p> <p>Oct 1 (Fri)</p>	<p><b>Topic — Recipes</b></p> <p>Draft of Recipe (Word doc)</p> <p>Peer-review of partner’s recipe (Edited Word doc)</p>	<p>Draft of Recipe (Dropbox; Word doc)</p> <p>Peer-review of partner’s recipe (Dropbox; Word doc)</p>
5	Oct 8 (Fri)	<p><b>Topic — Recipes</b></p> <p><u>READ and CONSIDER:</u></p> <ul style="list-style-type: none"> <li>• <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.</li> </ul> <p>Final Draft of Recipe (Word doc)</p>	<p>Answers to discussion questions</p> <p>Final Draft of Recipe (Dropbox; Word doc)</p>

## Oct 9 – Oct 17: Reading Week

6	Oct 22 (Fri)	Essay Proposal (Word doc)	Essay Proposal (Dropbox; Word doc)
7	Oct 29 (Fri)	<p><b>Topic — Cultural &amp; Ethnic Foods</b></p> <p><u>READ and CONSIDER:</u></p> <ul style="list-style-type: none"> <li><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.</li> </ul> <p><u>WATCH and CONSIDER:</u></p> <p>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! Then answer the discussion questions posted online.  <a href="https://video.vice.com/en_ca/show/close-to-home">https://video.vice.com/en_ca/show/close-to-home</a></p>	<p>Answers to discussion questions</p> <p>Answers to discussion questions</p>
8	<p>Nov 2 (Tues)</p> <p>Nov 5 (Fri)</p>	<p><b>Topic — Cultural &amp; Ethnic Foods</b></p> <p><b>On the topic of CULTURAL &amp; ETHNIC FOODS</b>  <b>“What did you find?”: Journal article or Book Chapter</b>          (approx. 15-20pp)</p> <p><u>READ and CONSIDER:</u></p> <ul style="list-style-type: none"> <li><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.</li> </ul> <p>Peer-reviews of BOTH partners’ essay proposals (Edited Word doc)</p>	<p>Submit Relevant Worksheet</p> <p>Answers to discussion questions</p> <p>Peer-reviews of BOTH partners’ essay proposals (Dropbox; Word doc)</p>

9	Nov 12 (Fri)	<p><b>Topic — Food Movements</b></p> <p><u>WATCH and CONSIDER</u> the following:</p> <ul style="list-style-type: none"> <li>• <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: <a href="https://www.knowledge.ca/program/just-eat-it">https://www.knowledge.ca/program/just-eat-it</a>]</li> <li>• <u>Both parts</u> of Karim Chrobog’s e360 video series on food waste [approx. 22 mins total] <ul style="list-style-type: none"> <li>○ Part 1: “The Big Waste: Why Do We Throw Away So Much Food?” <a href="https://e360.yale.edu/features/the_big_waste_why_do_we_throw_away_so_much_food">https://e360.yale.edu/features/the_big_waste_why_do_we_throw_away_so_much_food</a></li> <li>○ Part 2: “In South Korea, An Innovative Push to Cut Back on Food Waste.” <a href="https://e360.yale.edu/features/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</a></li> </ul> </li> </ul>	Answers to discussion questions
10	Nov 19 (Fri)	First Draft of Essay (Word doc)	First Draft of Essay (Dropbox; Word doc)
11	Nov 26 (Fri)	<p><b>Topics — Health &amp; Diet Claims and Food Marketing</b></p> <p><u>WATCH and CONSIDER:</u> Using the link below, watch the <i>intelligence</i><sup>2</sup> debate titled “The Bittersweet Truth About What We Eat.” Then answer the discussion questions posted online: <a href="https://www.intelligencesquared.com/events/the-bittersweet-truth-about-what-we-eat/">https://www.intelligencesquared.com/events/the-bittersweet-truth-about-what-we-eat/</a></p> <p><u>FIND and CONSIDER:</u></p> <ul style="list-style-type: none"> <li>• Via online library resources: Green, Thomas. “Tricksters and the Marketing of Breakfast Cereals.” <i>The Journal of Popular Culture</i> 40.1 (2007): 49-68.</li> </ul>	<p>Answers to discussion questions</p> <p>Answers to discussion questions</p>



12	<p>Nov 30 (Tues)</p> <p>Dec 3 (Fri)</p>	<p><b>Topic — The Future of Food</b></p> <p><b>On the topic of THE FUTURE OF FOOD</b>  <b>“What did you find?”: In the Media</b> (magazines, documentaries, docuseries, blogs, podcasts, TED talks, etc...)</p> <p>Peer-reviews of BOTH partners’ first drafts (Edited Word doc)</p>	<p>Submit Relevant Worksheet</p> <p>Peer-reviews of BOTH partners’ first drafts (Dropbox; Word doc)</p>
	Dec 13 (Mon)	<p>Final Draft of Essay (Word doc)  AND  Final Self-Reflection (Word doc)</p>	