

COMM 400: SEMINAR IN COMMUNICATION (20611R)

FROM THE GROUND UP – COMMUNICATING ABOUT FOOD
ASC 240; 12:30 – 1:50 MW

Fall 2016

Instructor: Dr. Colleen M. Keough

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Office Hours: 2 – 3:00 Monday, 3:30 – 5:30 Wednesday; and by appointment. I am often on campus other days of the week. Stop by and see if I am in.

Course Overview

From family meal to State dinners, food is a facilitator/mediator of human interaction. Food is both message and subject matter. Most of our notions about food come from the sharing of narratives. Some narratives advocate, others inform, others distort; how do you decide? Increasingly food has become a means by which we create and manage our identities and assign identities to others. Drawing from communication scholarship, and an occasional popular press article, we will examine

- Food and Family
- Food and Community
- Food and Media
- Food and Public Diplomacy (Gastro Diplomacy)

Course Format

An upper-division seminar is a different educational experience compared to lower-division. I will rarely “lecture,” rather class sessions are interactive encounters. You will be reporting on assigned class activities and/or discussing the session’s assigned readings. As a seminar, we have flexibility to explore topics and issues that emerge over the semester. The success of a seminar is everyone taking personal responsibility to be informed on the topics via course readings and current events; be engaged with the people in the classroom in a respectful manner.

Textbook to Purchase

Kingsolver, B. (2007). Animal, vegetable, miracle: A year of food life. New York: Harper Collins.

Selected Readings Posted on Blackboard

Assignments

30% Midterm Monday, October 3

30% Final (**Friday, December 9, 11 – 1**)

25% Research Project and Presentations (Presentations Nov. 14, 16, & 21; Paper due November 28)

Interview someone with an expertise in food production, promotion, distribution to learn how communication is used. NO ANONYMOUS INTERVIEWEES. PRIOR to the interview conduct a review of academic literature on the topic and create a list of interview questions. It is expected that a minimum of 8 additional references (beyond material from your textbooks) will be used. Only quality academic sources are

to be used. (If the individual/organization you are studying has a web page you can refer to that, but it doesn't count as a source.) Write a 12-15 page paper that addresses the above questions. Use APA (6th ed.) for references.

15% Participation/ Field Activities and Reports

Course Policies:

1. The University of Southern California **prohibits** the awarding of points solely on a student's physical presence in a class. However, they allow the use of unexcused absences and excessive tardiness to count against a grade. This includes leaving class early. **Unexcused absences will lower your grade.** Simply emailing me that you will not be in class does **NOT** mean it is an excused absence – that is just professional courtesy. Arriving late or leaving early counts as 1/3 unexcused absence *per incident*. Your **final course grade** will be reduced beginning with the 3rd unexcused absence. The amount of the reduction is calculated on the total number of unexcused absences accrued during the semester. Students with 6 or more unexcused absences will receive an F.
2. Turn off cell phones/other mobile devices not being used for class activities. Students who are instant messaging, web surfing, or involved in other similar activities during class will be marked as **absent**. Instructors are allowed to ban laptops in the classroom at their discretion.
3. In order to make up an assignment (test or paper) without incurring a grade penalty, you must be able to document your absence (e.g., a doctor's note). You must make up any missed assignments within one week of returning to school.
4. Your participation in class activities will earn you points toward your final course grade. If you are not in class during these activities (even if you have an excused absence), you will receive no points – and these activities and points *cannot* be made up.
5. Reading assignments are to be done prior to class. Class discussion will affect grades.
6. Failure to complete all assignments is grounds for course failure.
7. You must pass at least one of the exams (60% or better) in order to pass the course.
8. All assignments must be the original work of the student and cannot have been used or currently submitted for any other academic course.
9. **ACADEMIC INTEGRITY IS IMPORTANT!** The Annenberg School for Communication is committed to upholding the University's Academic Integrity code as detailed in the Scampus guide. It is the policy of the School of Communication to report all violations of the code. Any serious violations or pattern of violations of the Academic Integrity Code will result in the student's expulsion from the Communication major or minor.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism - presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety of the whole USC community. Another member of the university community - such as a friend, classmate, advisor, or faculty member - can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm> provides

24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu/> describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Week 1 Introductions

8/22: Class introduction/student introductions

8/24: Purnell, D., & Jenkins, J. J. (2013). Breaking bread, creating community: Food's ability to increase communal ties and relationships. *Florida Communication Journal* 73-84

Week 2 Food and Family Communication about Healthy Eating

8/29 and 8/31 Kaplan, M., James, L., Alloway, F., & Kiernan, N. E. (2011). Youth empowerment in family conversations and decision making about food. In J. M. Cramer, C. P. Greene, C. P., & L. M. Walters, L. M. (Eds.) *Food as communication/Communication as food* (pp. 337-358). New York: Peter Lang.

Ndiaye, K., Silk, K. J., Anderson, J., Hortstman, H. K., Carpenter, A., Hurley, Al., & Proulx, J. (2013). Using an ecological framework to understand parent-child communication about nutritional decision-making and behavior. *Journal of Applied Communication Research*, 41(3), 253-274.

Week 3 and 4 - Food, Family, and Fun on the Farm

In this unit we will be using the theoretical frameworks from the previous articles on parent-child communication about nutrition, and adding Standpoint Theory.

9/5 – Labor Day

9/7 Buzanell, P. "Standpoint Theory" and Chapters 1 – 4, *Animal, Vegetable, Miracle* Video clip <https://www.youtube.com/watch?v=CdsFAiDEluU>

9/12 Chapters 5 – 13

9/14 rest of book *Animal, Vegetable, Miracle*

Activity: "This Peaked My Interest"

For 9/12 and 9/14 from *AVM*, identify 1 thing that peaked your interest that you investigate future investigate. For example, checking out a website, looking up an organization, or even trying one of the recipes. Download the Peaked My Interest (Blackboard) worksheet to record relevant information and to facilitate your reporting on this activity during class. Hand the worksheet(s) in at the conclusion of this unit.

Topic/idea that peaked your interest.

What additional research/investigation did you do? What do you want to report to the class about your additional investigation?

Week 5 9/19 – 9/21 Other Voices on the Growing of Food

Prody, J. M. (2013). A call for the polycultural arguments: Critiquing the monoculture rhetoric of the local food movement. *Argumentation and Advocacy*, 50, 104-119.

Stokes, A. Q. (2013). You are what you eat: Slow Food USA's constitutive public relations. *Journal of Public Relations*, 25, 68-90.

"Big ag gets it sh*t together" Fortune.com

Week 6 9/26 – 28

Video: Ground Operations (9/26)
9/28 Review for Midterm

Week 7: 10/3-5 Midterm and Farmer Markets as a Site for Communication Research

10/3 Midterm (Monday)

10/5 Readings

Eckstein, J. & Conley, D. (2012). Spatial affects and rhetorical relations: At the Cherry Creek Farmers' Market. In J. J. Frye and M. S. Bruner (Eds.) *The rhetoric of food: Discourse, materiality, and power* (pp. 171-189). New York: Routledge.

McCullen, C. (2011). The white farm imaginary: How one farmers market refetishizes the production of food and limits food politics. In J. M. Cramer, C. P. Greene, C. P., & L. M. Walters, L. M. (Eds.) *Food as communication/Communication as food* (pp. 217-234). New York: Peter Lang.

Week 8 – Out in the (Research) Field

10/10 Assignment – Our Trip to a Farmer's Market or Central Market

Using the theoretical concepts from Eckstein & Conley and/or McCullen, analyze you experience visiting at least 1 local farmer's market. Write up your analysis to facilitate class discussion and submit a formal paper (3-5 pages).

10/12 Group Reports on Field Experience

Weeks 9 - 10/17 - 19 Whose Voice?: Communication Challenges of Communicating about Food Research and Policy

On Blackboard:

Walsh, B. (2014). Don't blame fat. *Time*, 183(24), 28-35.

Johnson, P. J. (Fall 2014/Winter 2015). Appetite for change. *USC Dornsife Magazine*. 33-37.

OTHER ARTICLES TO BE ASSIGNED

Week 10: Cooking Shows: Beginnings and Transformation

10/24 The Edible Airwaves: How to Cook for Television (online video, 75 minutes) (Watch on your own; no in-class meeting)

This panel discussion is available through USC Library. Go to USC Library home page. In the search box type the following: The Edible Airwaves: How to Cook for Television.

10/26 Cooking Show Analysis and Discussion

Ketchum, C. (2005). The essence of cooking shows: How the Food Network constructs consumer fantasies. *Journal of Communication Inquiry*, 29(3), 217-234.

Cramer, J. M. (2011). Discourses of consumption and sustainability on the Food Network. In J. M. Cramer, C. P. Greene, C. P., & L. M. Walters, L. M. (Eds.) *Food as communication/Communication as food* (pp. 317 - 336). New York: Peter Lang.

Discussion Assignment Option 1: Watch 1 episode of 1 show on The Food Network Apply Ketchum's categories to the show you watched. Do those categories still fit or has there been a change in themes since Ketchum's 2005 article which was based on shows broadcasted in 2002?

Discussion Assignment Option 2: Watch 1 episode of 1 show on The Food Network or other cooking network. Apply the analytical frames in Cramer's article.

Week 11: 10/31 – 11/2 Food Fights – Food Competition – Food Travel

(10/31) Oren, T. (2013). On the line: Format, cooking and competition as television values, *Critical Studies in Television*, 8(2), 20-35.

Kelly, C. R. "Exoticizing Poverty in *Bizarre Foods America*" in The Political Language of Food.

(11/2) Veri, J. J & Liberti, R. (2013). *Tailgate Warriors*: Exploring constructions of masculinity, food, and football. *Journal of Sport and Social Issues*, 37(3) 227-244.

Tailgate Warrior: Oakland vs. San Francisco (show is broken into two segments, links below)

Week 12: 11/7-9 Gastrodiplomacy (11/7); Digital Communication and Food Trucks (11/9)

Readings and Discussion Activity --Articles from Gastrodiplomacy issue of the Public Diplomacy Magazine. PDF of the magazine is on Blackboard. Each student will select one article to be lead discussant. Discuss theoretical concept, practical application, data collection and analysis as they pertain to your selection.

Articles include

Paul Rockower, The state of gastrodiplomacy, pp. 11 – 15.

Yelena Osipova, From gastrorationalism to gastrodiplomacy: Reversing the securitization of the dolma in the south Caucasus, pp. 16 – 20.

Johanna Mendelson Forman, Conflict cuisine: Teaching war through Washington's ethnic restaurant scene, pp. 21 – 26.

Braden Ruddy, Hearts, minds, and stomachs: Gastrodiplomacy and the potential of national cuisine in changing public perceptions of national image, pp. 27 – 33.

Carly Schmitt, Cooking up a conversation: Gastrodiplomacy in contemporary public art, pp. 34 – 37.

Sam Chapple-Sokol, War and peas: Culinary conflict resolution as citizen diplomacy, pp 38 – 43.
Francesco Buscemi, Jamie Oliver and the gastrodiploamacy of simulacra, pp. 44 – 49.

Interviews

On Indian food in the diaspora: An interview with Indian restaurateur Anita Jaisinghani, pp. 50 – 51.
On the 626 Taiwanese Night Market: An interview with founder Jonny Hwang, pp. 52 – 53.
On gastrodiploamacy campaigns: An interview with U.S. Foreign Service Officer Mary Jo Pham, pp. 54 – 56.

Case Studies

Theodore C. Bestor, Most f(l)avored nation status: The gastrodiploamacy of Japan's global promotion of cuisine, pp. 57 – 60.
Zoe Kosmidou, Gastrodiploamacy: The case of the embassy of Greece, pp. 61 – 65.

Digital Communication and Food Trucks

11/9 Anenberg, E., & Kung, E. (2015). Information technology and product variety in the city: The case of food trucks

Discussion Question: How did digital technology/social media help transform food trucks from being working-class mobile restaurants (roach coaches) to gourmet/upscale fare?

Week 13 - 14: Presentations Nov. 14, 16, 21

11/23 No class – Thanksgiving Holiday

Week 15: Wrap up and Review

11/28 – Papers Due – Submit through Blackboard

11/30 Review for Exam

Final examination per University Schedule is Tuesday, May 10 from 11 – 1.

TERM PAPER – (100 POINTS)

Option A: Interview Project

Interview someone with an expertise in food production, promotion, distribution to learn how communication is used. NO ANONYMOUS INTERVIEWEES. PRIOR to the interview conduct a review of academic literature on the topic and create a list of interview questions. It is expected that a minimum of 8 additional references (beyond material from your textbooks) will be used. Only quality academic sources are to be used. (If the individual/organization you are studying has a web page you can refer to that, but it doesn't count as a source.) Write an 12-15 page paper that addresses the above questions. Use APA (6th ed.) for references.

GENERAL GRADE DESCRIPTIONS

A range = Excellent work. Papers demonstrate original thought and analysis. Information goes beyond what was discussed in class. Author did significant research to ground his/her analysis. Ideas are clearly presented. Papers are well written. Paper conforms to APA style guide Paper conforms to APA style guide (6th ed.).

B to B+ = Very good work. Papers have competent and accurate description of research, theories and applications. Some analysis is present. Competently written.

B- to C = Good work. Papers meet minimum requirement of assignment. Papers are descriptive rather than analytical. Research is of marginal quality, not academic in focus.

C- = Paper meets minimum requirements but writing does not meet college-level standards.

D = Paper fails to meet the minimum requirements. Most common errors are inadequate number of ACADEMIC sources or the paper topic is not related to the subject matter of this course.

F = Paper fails to meet research requirements, has poor/or no analysis and weak writing. The paper violates academic integrity standards.

SPECIFIC SECTION CRITIQUE

LITERATURE REVIEW (5 ACADEMIC sources required; 30 points)

A Papers = Literature review is thorough and contains sufficient number of references. References are from appropriate time period and quality publications. The literature is summarized in the paper and integrated with common themes. Transitions between sections link articles together. Areas of literature in need of development are noted, as appropriate.

B Papers = The literature review contains a series of article summaries. Sufficient number of references and from the appropriate time period are used.

C Paper = Insufficient number or quality of articles. Literature review contains a series of article summaries but no attempt is made to link them in a meaningful way.

INTERVIEW INFORMATION (20 points)

A papers = It is clear that the academic literature informed the creation of interview questions. Information from interview is used to compare/contrast what is said in academic literature.

B papers = It is clear that the interview was conducted; but interview information is not integrated/compared to information from academic literature.

C papers = Interview occurred but it is not clear what information was obtained and how it was used in the paper.

ANALYSIS/DISCUSSION/FUTURE RESEARCH (30 Points)

A Papers = Papers are analytical and critical, not descriptive. Papers offer unique critiques of past literature and current findings; original insight about the topic.

B Papers = Findings may be analytical, but no attempt is made to offer unique critiques of past literature and current findings. Findings are clearly presented.

C Papers = Findings are presented strictly in terms of descriptive observations (i.e., The disputants did xxx; the disputants did yyy.) Very little, if any, integration of literature review with interviewee comments.

WRITING/BIBLIOGRAPHY (20 POINTS)

A papers conform to APA style manual. They are written in active voice, preferably present tense. There is an absence of wordy, awkward and run-on sentences (no "official style" prose). Spelling and grammar errors are almost nonexistent.

B papers conform to APA style manual. Writing is at times very clear and at times wordy. Spelling and grammar errors are minimal (less than 5 per paper).

C papers have a bibliography but it does not follow a standard model. Writing is wordy and there is an excessive use of prepositional phrases. Spelling and grammar errors are common. Ideas not clearly expressed. There is a lack of headings and internal transitions.

D papers fail to meet minimum requirements of a college-level term paper.