COMM 400: SEMINAR IN COMMUNICATION (20609R)

**FROM THE GROUND UP – COMMUNICATING ABOUT FOOD**

**ANN 405; 11:00 – 12:20 TTh**

**Spring 2016**

**Instructor:** Dr. Colleen M. Keough

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**Office Hours:**  2 – 3:00 Tuesday and Thursday, and by appointment MWF. Also, 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. Increasingly food has become a means by which we create and manage our identities and assign identities to others. For this semester, we will examine

**Topic Areas**

* 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.

**Readings**

Cramer, J. M., Greene, C. P., & Walters, L. M. (Eds.)(2011). Food as communication/Communication as food. New York: Peter Lang.

Frye, J. J., & Bruner, M. S., (Eds.) (2012). The rhetoric of food: Discourse, materiality, and power. New York: Routledge.

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

Selected readings from the Gastro Diplomacy issue (Winter 2014) of Public Diplomacy Magazine, publicdiplomacymagazine.com [Note: This magazine is published as a part of the USC Center on Public Diplomacy Program, a joint effort of the Annenberg School for Communication and Journalism and Dornsife College]. (On Blackboard).

**Assignments**

30% Midterm (approximately week 6-7)

30% Final (**Tuesday, May 10, 11 – 1)**

25% Research Project (Due April 21)

15% Participation/Activities

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 you 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/department/department-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**

1/12: Class introduction/student introductions

1/14: 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**

1/19 and 1/21 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.

**Weeks 3 and 4 (1/26, 1/28, 2/2, 2/4) - Food, Family, and Life as a Locavore**

All readings in this unit are from the book, *Animal, Vegetable, Miracle.*

1/27 chapters 1 – 2 – Background and decision to be a locavore

Video clip <https://www.youtube.com/watch?v=CdsFAiDEluU>

**Activity: “This Peaked My Interest”**

For each day’s readings 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: 2/9-11 Standpoint Theory/**

2/9 Standpoint Theory Discussion Activity

2/11 Video: Ground Operations

**Week 6: 2/16-18 Gastrodiplomacy**

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 grastronationalism 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 gastrodiplomacy 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 gastrodiplomacy 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 gastrodiplomacy of Japan’s global promotion of cuisine, pp. 57 – 60.

Zoe Kosmidou, Gastrodiplomacy: The case of the embassy of Greece, pp. 61 – 65.

**Week 7: 2/22-24**

2/23 Review

2/25 Midterm

**Weeks 8 - 9: 3/1, 3, 8, 10/ 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.

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

**Other readings to be assigned**

**Week 10: 3/22 -24 Farmer Markets as a Site for Communication Research**

3/22 Readings

Eckstein, J. & Conley, D. (2012).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. (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.

3/24Assignment Report-Out –My Analysis of a Trip to a Farmer’s 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 (2 pages).

**Week 11: 3/29 - 31 Food Banks and Food Distribution/Communicating in the Professional Kitchen**

3/29 Guest speakers: Peter Clarke and Susan Evans

Readings on Blackboard

Evans, S. & Clarke, P. (Winter, 2011). Disseminating orphan innovations. *Stanford Social Innovation Review.* 42-47.

3/31 Communication in the (Professional) Kitchen

On Blackboard:

Lynch, O. H. (2009). Kitchen antics: The importance of humor and maintaining professionalism at work. *Journal of Applied Communication Research*, *35*(4), 444-464.

Lynch, O. (2010). Cooking with humor: In-group humor as social organization. *Humor, 23*(2). 127-159

*The following article is NOT on Blackboard because of copyright restriction – you need to get your own copy through USC library. Use the* [*EBSCO Business Source Complete*](http://zb5lh7ed7a.search.serialssolutions.com/log?L=ZB5LH7ED7A&D=EBU&J=HARVBUSREV&P=EJP&U=https%3A%2F%2Flibproxy.usc.edu%2Flogin%3Furl%3Dhttp%3A%2F%2Fsearch.ebscohost.com%2Fdirect.asp%3Fdb%3Dbth%26jid%3DHBR%26scope%3Dsite) *database and search on Harvard Business Review. At the Harvard Business Review page, look on the right side where the years are listed. Go to 2002 and then to July.*

Morse, G. (2002). Management by fire: A conversation with Chef Anthony Bourdain, Harvard Business Review, *80,* (7) pp. 57 - 61

**Week 12: Cooking Shows: Beginnings and Transformation**

**4/5 The Edible Airwaves: How to Cook for Television (online video, 75 minutes)**

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.

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

**Assignment:** 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?

4**/7** 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.

**Assignment:** Watch 1 episode of 1 show on The Food Network. Apply the analytical frames in Cramer’s article. Do not use the same show as for the 4/ 1 assignment.

**Week 13: 4/12-14 Food Fights – Food Competition**

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

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)

<https://www.youtube.com/watch?v=7W2h8tHeFk4>

<https://www.youtube.com/watch?v=Z_qrh8itRqc>

**Week 14: 4/14-16 Food TV/Celebrity Chefs Activism**

Broad, G. M. (2012). Revolution on primetime TV: Jamie Oliver takes on the US school food system. In J. J. Frye and M. S. Bruner (Eds.) *The rhetoric of food: Discourse, materiality, and power* (pp. 190-205)*.* New York: Routledge.

Jamie Oliver’s TED talk: <https://youtu.be/wOPl8P2S-Lw>

Jamie Oliver Food Revolution (TV shows)

Season 1 Huntington, West Virginia

<http://www.schooltube.com/video/c41269277ba76a720ddf/Jamie-Olivers-Food-Revolution-Episode-1-Part-1>

<http://www.schooltube.com/video/84764840c9dc58f4451b/Jamie%20Oliver%27s%20Food%20Revolution%20Episode%201%20Part%202>

Season 2 – LA Unified School District

[https://vimeo.com/29007938 part 1](https://vimeo.com/29007938%20part%201)

 https://vimeo.com/29021718 part 2

**Week 15: Wrap up and Review**

4/26 – Finish material

4/28 Review for Exam

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