



## Interdisciplinary Studies INT 290: Paris Through Food

**Class meeting time & place:** St. John's Campus - Paris

**Instructor:** Matthew J. Wild

**Office:** Paris

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**Office hours:** TBD

### REQUIRED TEXTS

Downie, David. *A Taste of Paris: A History of the Parisian Love Affair with Food*. St. Martin's Press, 2017.

Additional readings to be provided via Moodle.

### COURSE DESCRIPTION

This course introduces students to the study of food through an exploration of Parisian culture and history. Focusing on how food reflects identity, this class will engage students in interdisciplinary, experience-based learning and research that questions human interaction with food within the Parisian, French and global contexts. Embodying the phrase “you are what you eat,” the course will examine how food builds us both biologically and culturally, exploring how food preferences code our social, economic and political identities. These personal food identities also inform how we conceive of regional and national gastronomic identity as well. We will study local, regional and national French foodways and perspectives in an effort to understand how the French context fits within global gastronomic trends both historically and today. Using the city as our classroom, students will experience Parisian and French food firsthand in an effort to better understand and appreciate French culture.

**\*\*No French language skills needed. Relevant terms will be discussed and learned in class.**

**\*\*Participation in Field Trips does not require students to eat. Due to allergies and preference, food consumption is not mandatory. Students may still participate in the learning activity without consuming food. If needed, alternate assignments will be provided.**

### COURSE OBJECTIVES

At the end of this course, students will be expected to:

Form a critical understanding of food as a non-traditional text and develop a working knowledge of the Food Studies discipline.

Discuss how gastronomy relates to, informs and creates identity and culture.

Understand how gastronomy develops historically.

Understand how the study of food is interconnected to and reflect trends in economics, politics, culture and social structures.

Describe Parisian and French cuisine and its accompanying foodways.

## **COURSE METHOD**

Class will be used for lecture, discussion and field work within Paris to gain a better understanding of French culture, history and cuisine.

## **ATTENDANCE**

Attendance is mandatory due to the reduced time frame of the summer abroad term. Each 5-week class is equal to two regular 15-week semester classes. Two unexcused absences are permitted without overall grade penalties but will incur deductions from daily participation grade. Upon the third unexcused absence, students will lose TEN (10) percentage points off their final grade. A fourth (4) unexcused absence will result in the student failing the course due to absences. Excused absences are only permitted on a case-by-case basis and students must provide valid medical documentation to substantiate the absence. Students are still responsible to complete readings and assignments in the case of excused absences. Furthermore, students are not allowed to switch sections for any reason and travel-related absences are under no circumstances excused absences.

## **POLICY ON ACADEMIC ACCOMMODATIONS**

**Students with Disabilities: If you are a student with a disability or disability related issue and feel that you may need a reasonable accommodation to fulfill the essential functions of the course that are listed in this syllabus, you are encouraged to contact Disability Services in the Academic Success Center at 404.364.8869 or [disabilityservices@oglethorpe.edu](mailto:disabilityservices@oglethorpe.edu)**

## **HONOR CODE, CHEATING AND PLAGIARISM**

Persons who come to Oglethorpe University for work and study join a community that is committed to high standards of academic honesty. The honor code contains the responsibilities we accept by becoming members of the community and the procedures we will follow should our commitment to honesty be questioned.

The students, faculty and staff of Oglethorpe University expect each other to act with integrity in the academic endeavor they share. Members of the faculty expect that students complete work honestly and act toward them in ways consistent with that expectation. Students are expected to behave honorably in their academic work and are expected to insist on honest behavior from their peers.

Oglethorpe welcomes all who accept our principles of honest behavior. We believe that this code will enrich our years at the University and allow us to practice living in earnest the honorable, self-governed lives required of society's respected leaders.

Our honor code is an academic one. The code proscribes cheating in general terms and also in any of its several specialized sub-forms (including but not limited to plagiarism, lying, stealing and interacting fraudulently or disingenuously with the honor council). The Code defines cheating as "the umbrella under which all academic malfeasance falls. Cheating is any willful activity involving the use of deceit or fraud in order to attempt to secure an unfair academic advantage for oneself or others or to attempt to cause an unfair academic disadvantage to others. Cheating deprives persons of the opportunity for a fair and reasonable assessment of their own work and/or a fair comparative assessment between and among the work produced by members of a group. More broadly, cheating undermines our community's confidence in the honorable state to which we aspire."

The honor code applies to all behavior related to the academic enterprise. Thus, it extends beyond the boundaries of particular courses and classrooms *per se*, and yet it does not extend out of the academic realm into the purely social one.

Examples of cheating include but are not limited to:

- 1.1 The unauthorized possession or use of notes, texts, electronic devices (including, for example, computers and mobile phones), online materials or other such unauthorized materials/devices in fulfillment of course requirements.
- 1.2 Copying another person's work or participation in such an effort.
- 1.3 An attempt or participation in an attempt to fulfill the requirements of a course with work other than one's original work for that course.
- 1.4 Forging or deliberately misrepresenting data or results.
- 1.5 Obtaining or offering either for profit or free of charge materials one might submit (or has submitted) for academic credit. This includes uploading course materials to online sites devoted, in whole or in part, to aiding and abetting cheating under the guise of providing "study aids." There is no prohibition concerning uploading exemplars of one's work to one's personal website or to departmental, divisional, University or professional society websites for purposes of publicity, praise, examination or review by potential employers, graduate school admissions committees, etc.
- 1.6 Violating the specific directions concerning the operation of the honor code in relation to a particular assignment.
- 1.7 Making unauthorized copies of graded work for future distribution.
- 1.8 Claiming credit for a group project to which one did not contribute.
- 1.9 Plagiarism, which includes representing someone else's words, ideas, data or original research as one's own and in general failing to footnote or otherwise acknowledge the source of such work. One has the responsibility of avoiding plagiarism by taking adequate notes on reference materials (including material taken off the internet or other electronic sources) used in the preparation of reports, papers and other coursework.
- 1.10 Lying, such as: Lying about the reason for an absence to avoid a punitive attendance penalty or to receive an extension on an exam or on a paper's due date; fraudulently obtaining Petrel Points by leaving an event soon after registering one's attendance and without offering to surrender the associated Petrel Point, or by claiming fictitious attendance for oneself or another; forging or willfully being untruthful on documents related to the academic enterprise, such as on an application for an independent study or on a registration form.
- 1.11 Stealing, such as: Stealing another's work so that he/she may not submit it or so that work can be illicitly shared; stealing reserve or other materials from the library; stealing devices and materials (such as computers, calculators, textbooks, notebooks and software) used in whole or in part to support the academic enterprise.
- 1.12 Fraudulent interaction on the part of students with the honor council, such as: Willfully refusing to testify after having been duly summoned; failing to appear to testify (barring a *bona fide* last-minute emergency) after having been duly summoned; testifying untruthfully.

Students pledge that they have completed assignments honestly by attaching the following statement to each piece of work submitted in partial fulfillment of the requirements for a course taken for academic credit:

"I pledge that I have acted honorably." (Followed by the student's signature)

The honor code is in force for every student who is enrolled (either full- or part-time) in any of the academic programs of Oglethorpe University at any given time. All cases of suspected academic dishonesty will be handled in accordance with the provisions established in this code. The honor council

has sole jurisdiction in matters of suspected academic dishonesty. Alternative ways of dealing with cases of suspected academic fraud are prohibited. In cases of alleged academic dishonesty on the part of students, the honor council is the final arbiter.

The full Honor Code is Section 11 of the current University Bulletin.

## **CLASSROOM BEHAVIOR**

**Proper decorum and respect must be exhibited at all times in and out of the classroom. Please demonstrate respect to all fellow students as well as the city of Paris and its inhabitants. This class will involve field work and as such, it is the student's sole responsibility to exhibit safe behavior and to be vigilant of their selves and possessions at all times outside of the classroom.**

## **CLASS EXPECTATIONS**

Students will treat field work as an active reading activity. Notes must be taken as we will discuss each food and its importance within the larger Parisian and French context. Technology use, talking or any other activity not related to class will not be permitted. During field trips, students are expected to exhibit respectful behavior. Field trips are class time and as such, students will engage in active discussion and will not use technology or veer off topic in discussion.

Students must also be vigilant during field visits. This class will involve a lot of walking in hot weather and/or use of public transportation. It is the student's responsibility to adequately hydrate and wear appropriate clothing to avoid injury and discomfort. Paris is potentially hot and crowded, often hotter than our home cities in the US. Please plan accordingly and take care of your health.

## **POLICY ON TECHNOLOGY, CELLULAR PHONES AND TEXTING**

Oglethorpe email is the official form of communication and Moodle the official online module of this course. It is the student's responsibility to check these resources regularly.

Cell phone use is absolutely prohibited during class time, including field trips. There will be allotted time either before/after site visit for an Instagram break. Outside of that time, cell phones should not be seen. If seen, it will reduce your daily participation grade.

**The use of any technology for purposes different from course work is absolutely prohibited during the class period. THIS IS YOUR WARNING.** Should you be found in violation of this policy, your technology privileges will be revoked for the entire semester.

## **COURSE REQUIREMENTS**

### **- Participation (20%):**

Students must participate actively by 1) attending class and field trips, and 2) explaining and discussing their thoughts and ideas on the foods and readings. As a seminar-style class, students will be expected to be prepared by having completed required readings and discussing those readings. Participation points will be awarded as follows: 25% for attendance and 75% active participation. Any behavior not conducive to class will deduct from your participation grade.

**- Exams (25%):** There will be two exams throughout the semester. Tests will be essay and short answer based. Tests are written as a regular hourly exam and will be completed in one hour via Moodle or in class.

**- Critical Response Journal (15%):** Students will complete a Critical Response Journal comprised of 5 entries (1 per week). The five entries are critical responses to a selected reading, incorporating theory, class discussions and the text itself. Each entry will be 300 words (roughly one page) in length. MLA

formatting is required and students must use in-paper citations though no Works Cited page is needed. These are not personal response papers or opinion pieces. The journals must be scholarly and critical in their approach, attempting to bridge the gap between theory and practice. Likewise, these are not summaries of the readings. What you must do is to analyze the reading, critiquing its claims and applying the ideas set forth to practical situations. Each journal entry is due before class on the day of that selected reading. Readings may be from the textbook or the additional readings provided on Moodle.

- **Weekly Essays (25%)**: Each week students will complete a two page, MLA-formatted essay that responds to the prompt given on Moodle. Essays are critical and reflective in nature and students must utilize class readings and discussions to fully develop their essay. In-text citations will be used. All essays are due at 11:59pm on the Thursday of each week. Please see essay prompts on Moodle.

- **Presentation (15%)**: Students will prepare one (1) presentation during the program. Students will be provided a list of culturally important artifacts to choose from and will give a brief 5-minute presentation explaining the importance of the artifact to Paris, Parisian/French history and culture while on field trips.

#### GRADE BREAK-DOWN ACCORDING TO CATEGORIES

Participation	20%	Exams	25%	Journal	15%
Weekly Essays	25%	Presentation	15%		

**This course utilizes Oglethorpe's +/- grading system. Please see Oglethorpe Bulletin for more information (<https://bulletin.oglethorpe.edu/6-academic-policies-procedures-requirements/6-20-grades-grading-grade-changes/6-20-1-grading-system/>)**

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CLASS SCHEDULE

This is tentative. Changes may be necessary as the term progresses. (M) denotes reading on Moodle.

TOPIC	READING
<b>Week 1</b> (July 8-11)	<b>Introduction to Gastronomy/You Are What You Eat</b>
Monday	<b>Course Introduction/Lecture: Why Study Food? Taste Test: Water</b>
Tuesday	<b>Food and Identity</b> <b>Readings:</b> Brillat-Savarin (M) and Fischler, "Food, Self and Identity" pp. 1-15 (M)
Wednesday	<b>Understanding Taste</b> <b>Readings:</b> Bourdieu "Distinction" pp. 31-40 (M)/ Roach "Gulp" excerpt (M)
Thursday	<b>Field Day</b> <b>Readings:</b> Downie, Ch. 2
<b>Week 2</b> (July 15-18)	<b>Bizarre Foods and Cultural Norms: The French Model</b>
Monday	<b>Eat how the French Do</b> <b>Readings:</b> "Food Sacrilege in France" (M)/"Ten French Faux Pas" (M) / Downie, Ch. 3 (pp. 43-66)
Tuesday	<b>The Parisian Way</b> <b>Readings:</b> Downie, Ch. 3 (66-82) and Ch. 4
Wednesday	<b>French-American?</b> <b>Reading:</b> "Mastering French Cuisine, Espousing French Identity" (M) / Downie, Ch. 5
Thursday	<b>Field Day</b>
<b>Week 3</b> (July 22-25)	<b>Restaurant Week</b>
Monday	<b>TEST #1 (1<sup>st</sup> half of class)/Invention of the Restaurant</b> <b>Readings:</b> Downie, Ch. 6
Tuesday	<b>Parisian Dining, then</b> <b>Reading:</b> Spang, "The Invention of the Restaurant" (M)
Wednesday	<b>Parisian Dining, now</b> <b>Reading:</b> Downie, Chs. 9-10
Thursday	<b>Field Day</b>
<b>Week 4</b> (July 29-Aug. 1)	<b>Terroir: Food, Geography and Landscape</b>
Monday	<b>Can a place have a taste?</b> <b>Readings:</b> Trubek, "The Taste of Place" (M)
Tuesday	<b>French Tastes</b> <b>Readings:</b> "Tasting French Terroir" (M)
Wednesday	<b>Immigrant Paris: Does it still taste like France?</b> <b>Readings:</b> Chevallier excerpt (M)
Thursday	<b>Field Day</b>
<b>Week 5</b> (Aug. 5-8)	<b>The Ethics of Food</b>
Monday	<b>Foodies or Culinary Colonialism?</b> <b>Readings:</b> Heldke, "Let's Eat Thai" (M)

Tuesday	<b>Field Day</b>
Wednesday	<b>French Law</b>
	<b>Reading:</b> Newspaper selections (M)
Thursday	<b>What is French Cuisine? What is Parisian Cuisine?</b>
Friday	<b>Exam 2</b>

**\*\*** The instructor has the right to make any necessary changes to accommodate the material or the progress of the class.

**Paper/Essay Grading Rubric**

<b>OBJECTIVES</b>	<b>x5 accomplished</b>	<b>x4 competent</b>	<b>x3 progressing</b>	<b>x2 developing</b>	<b>x1 beginning</b>	<b>Score</b>
<b>Thesis 5 (25pts total)</b>	Presence of a relevant, well-defined and authoritative thesis	Presence of a relevant, well-defined thesis	Presence of a thesis appropriate to the assignment	Presents a somewhat defined thesis	Thesis is unclear, off the mark, or nonexistent	
<b>Organization 4 (20pts total)</b>	Creative, sophisticated, and cohesive organization with clear transitions and a thoughtful conclusion	Sophisticated, and cohesive organization with clear transitions and a thoughtful conclusion	Cohesive organization with clear transitions and a thoughtful conclusion	Inconsistent organization with unclear transitions and a conclusion that repeats points	Disorganized with cohesion and without clear transitions or a real conclusion	
<b>Evidence / Research 4 (20pts total)</b>	Sophisticated citation and use of research and evidence to support claim, including scholarly and primary sources where appropriate	Above average citation and use of research and evidence to support claim, including scholarly and primary sources where appropriate	Research and evidence support claim adequately, including scholarly and primary sources where appropriate	Research and evidence support claim only partially with inadequate or insufficient scholarly and primary sources where appropriate	Research and evidence is inappropriate, insufficient, or nonexistent	
<b>Style / Audience Awareness 3 (15pts total)</b>	Creative, sophisticated style appropriate to the subject and clearly directed at a specific and	Sophisticated style appropriate to the subject and clearly directed at a specific and appropriate	Style appropriate to the subject and clearly directed at a specific and appropriate audience	Style partially appropriate to the subject and partially addresses intended audience	Inappropriate or inconsistent style and inadequately addresses intended audience	



	appropriate audience	audience				
<b>Mechanics</b> <b>4 (20 pts total)</b>	Consistently correct grammar and mechanics, with effective word choice and sentence structure.	Consistently correct grammar and mechanics, with varied word choice and sentence structure.	Consistently correct grammar and mechanics	Inconsistently correct grammar and mechanics	Inappropriate and inconsistent awareness of conventional grammar and mechanics	
<b>Total Score</b>						

### PARTICIPATION GUIDELINES

**10** - Arrived for class **on time with homework/readings already completed** and ready to discuss with others. Made significant contributions during whole class and group discussions by initiating discussion as well as responding to instructor or classmate prompts. Demonstrated an **attentive, alert, and engaged attitude** during class as well as a respect for others by contributing to a classroom atmosphere conducive to learning. Did not distract self or others by misuse of technology or other disruptive behaviors

**7.5** - Arrived mostly prepared to class. Made some comments but was not completely engaged in class. Was somewhat attentive but was also perceived as distracted at times.

**5** - Somewhat prepared for class. Did not read as fully as needed. Not able or willing to participate in class. Sporadic comments that do not fully engage the class topics. Engaged in some behaviors that were detrimental to others' learning.

**2.5** - Not prepared for class. Evident that the student did not read. No participation. No active learning or attention given. Participating readily in behaviors that are detrimental to class.

**0** - Did not attend class. Misused technology. Disruptive to the overall class by talking, engaging in non-class activities, or by sleeping. Uninterested in class.