



Interdisciplinary Studies INT 290: Paris Through Food

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

Instructor: Matthew J. Wild

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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

LeadAbroad is committed to the academic integrity of our programs. All students participating in a for credit program (LEAD and GO) will be subject to academic and programmatic consequences for missing class. Excused absences are approved only if the student has

- a doctor's note that includes the diagnosis and confirmation that the student needed to be seen immediately
- a note from the program staff verifying a medical or personal emergency with the student

Unexcused absences will impact a student's final grade in the course. Refer to your course syllabi for specifics regarding how absences will impact your participation and/or final grade.

Programmatically, if a student misses 15% of their classes (3 absences) a notification will be sent to them and their emergency contact letting them know that they are on probation. More than 4 absences from a class (20% of program) will result in dismissal and an automatic failing grade.

Personal travel is not an excused absence. Students should review their course syllabi and reach out to LeadAbroad to confirm their class schedule before booking any personal travel.

CLASS POLICY: Students are allowed two "freebie," unexcused absences that will only impact their daily participation grade. A third unexcused absence will result in a deduction of 10 points from a student's overall grade. Following LeadAbroad's policy, a fourth unexcused absence will result in dismissal and an automatic failing grade.

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

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/Culminating Projects (25%): Each week students will complete a culminating project that responds to the prompt given on Moodle. These projects are critical and reflective in nature and students must utilize class readings and discussions to fully develop their ideas. In-text citations will be used. Culminating projects may be traditional essays, podcasts, presentations, photo essays, multimedia, etc. All essays/projects are due at 11:59pm on the Sunday of each week. Please see essay prompts on Moodle. Please note if a student chooses a presentation, the student will present in class on Monday. A group-written business plan will comprise your week five project.

- Presentation (15%): As a culminating project, students will have to work for five weeks in groups to design a basic business proposal for a food-related venture. Students must develop an idea rooted in French/Parisian cuisine that can be exported to an American market. Students will prepare one (1) group presentation during the final week of the program. Students will present their business proposal in a 15-20 minute presentation. Please see Moodle for full description.

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

Wednesday	Presentations
Thursday	Presentations
Friday	Exam 2

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

Paper/Essay/Project Grading Rubric

OBJECTIVES	x5 accomplished	x4 competent	x3 progressing	x2 developing	x1 beginning	Score
Thesis 5 (25pts total)	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	
Organization 4 (20pts total)	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	
Evidence / Research 4 (20pts total)	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	
Style / Audience Awareness 3 (15pts total)	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				
Mechanics 4 (20 pts total)	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	
Total Score						

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.

SCALE FOR EVALUATING ORAL PRESENTATIONS **Course: INT 290 - _____**

Name: _____ **Date:** _____ **Score:** _____

Discussion: _____ $\times 5 =$ _____

- 4.5-5.0 Stimulated pertinent and thought provoking ideas through discussion of both primary and secondary sources
- 4.0-4.4 Incorporated primary text discussion, but little discussion of research
- 3.5-3.9 No discussion of research and little discussion of primary text
- 3.4-3.0 Displays lack of understanding of the topic
- 2.5-2.9 Unsatisfactory.

Structure: _____ $\times 5 =$ _____

- 4.5-5.0 Organized thoughts well, well-prepared. Presentation flows logically. Adequate and appropriate time given to each topic.
- 4.0-4.4 Prepared but lacking in organization; less understanding of topic. Inappropriate use of time.
- 3.5-3.9 Disjointed organization, haphazard presentation. Extremely rushed. Sections missing.
- 3.0-3.4 Lack of organization, failure to prepare.
- 2.5-2.9 Unsatisfactory.
- 0 The presentation was totally read from notes/paper.

Professionalism: _____ $\times 5 =$ _____

- 4.5-5.0 Demonstrates professional behavior; well-spoken, engaging to audience, created clear connection with the group through consistent eye-contact and proper body language.
- 4.0-4.4 Somewhat professional; failed to establish rapport, used non-professional language. Inconsistent eye contact, poor body language.
- 3.5-3.9 Mediocre professionalism; disengaged from audience, mumbling, lack of respect for task.
- 3.0-3.4 Lacked professionalism.
- 2.5-2.9 Unsatisfactory.

Content: _____ $\times 5 =$ _____

- 4.5-5.0 Content and ideas are superb, well thought out and explained in a thoughtful manner. Textual analysis is well developed and supported.
- 4.0-4.4 Content and ideas are good, some problems with explanations. Textual analysis is developed, but not supported.
- 3.5-3.9 Content and ideas are adequate and superficial, presentation lacks in-depth analysis.
- 3.0-3.4 Content and ideas are incoherent, presentation lacks clear argument and clear focus.
- 2.5-2.9 Situation handled only partially or in a totally unsatisfactory manner.