Course Overview: HONR 2305 is designed to stimulate an exchange of ideas among first-year honors students majoring in various disciplines. Topics and readings vary by semester, but focus on issues that can be viewed from multiple perspectives, including historical, cultural, philosophical, artistic, and scientific. This semester’s theme is food in all of its manifestations, including production, consumption, marketing, and distribution. In this section of HONR 2305, we shall look at the topic of food through the lens of history and culture.

I. Student Learning Objectives: At the end of the course, students should be able to:
   • demonstrate a basic understanding of historical, scientific, political, and cultural implications of food production and consumption in specific settings and cultures
   • critically analyze a range of scientific/medical, philosophical, literary, and artistic representations of food
   • demonstrate an understanding of how science, technology, and human culture advance through inquiry and experimentation
   • demonstrate an awareness of how social and political ideologies affect our relationship to food in all of its manifestations
   • present information effectively in both written and oral formats

II. Required Reading:
   • Anthony Bourdain, A Cook's Tour: Global Adventures in Extreme Cuisines (Harper Perennial, 2002)
   • William Thomas Okie, The Georgia Peach: Culture, Agriculture, and Environment in the American South (Cambridge University Press, 2016)
   • Eric Schlosser, Fast Food Nation: The Dark Side of the All-American Meal (2001; Mariner, 2012)
   • 1 additional book chosen in consultation with the instructor
   • Selected documents (scientific/medical, literary, and artistic representations) provided in class or online

III. Course Procedure:
Honors seminars are designed to encourage an interchange of ideas and to foster the development of critical thinking and communication skills. The instructor’s primary role is to provide historical context in the form of lectures, facilitate discussion of the texts, and provide suggestions and responses to students’ independent and group work. Students will be
expected to cooperatively engage in class discussion and activities and to bring insights from their specific disciplines into the discussion of the assigned readings.

1. NO grade less than a “C” will be accepted for Honors Program credit.
2. Paper/exam grades will not be discussed until 24 hours after they are handed back.
3. Students are responsible for keeping current with the readings.
4. In class, students should listen to the instructor’s explanation of concepts as well as make notes of the slides.
5. Students must actively participate in class activities by asking questions, posing discussion questions based on readings or lecture materials, and by completing reading and written assignments.

IV. Course Requirements/Assignments: Each student will be responsible for the following:
1. Content Mastery: Students will be expected to have a clear understanding of assigned readings and be able to effectively respond to questions from the lectures and readings in the form of weekly journals (7 over the course of the semester) and a final exam.
2. Independent work: Each student will
   a. Interview a family member (or several) about their unique food cultures and write a descriptive and analytical paper (3-4 pages).
      • The student should contact an older family member and conduct an interview, asking about favorite foods, foods they miss from their own childhoods, favorite recipes, family food traditions, etc.
         o Note: follow-up interviews may be necessary. Interviews may take place over the course of several conversations.
      • Students should write down these stories and consider how the availability of food or eating habits have changed (or remained the same) in their families.
      • Students should consider what the relationship between food and family means to them.
      • Students must relate their family’s food history to the common read book, Anthony Bourdain’s A Cook’s Tour.
         o You should first briefly summarize (2 paragraphs at most) Bourdain’s book. What does he try to accomplish? What are his conclusions?
         o How are your and your family’s food experiences similar or different from how Bourdain portrays his own culinary adventures?
         o If Bourdain were to visit your home, what would you tell him about your family’s food histories or traditions?
         o What does your family’s food history mean to you and how is it unique?
      • In their paper, students should weave in elements from the lectures and also discuss the food experiences in modern society.

SPECIAL NOTE and Paper Formats:
• All papers submitted must be written in 12-point, Times New Roman.
  o Footnote text should be in 10-point Times New Roman font.
• All papers submitted must be paginated (bottom right hand corner of the page).
• All papers must be stapled in the top left hand corner of the page.

Students must properly cite their sources by using footnotes. In order to insert a footnote, for PC users, go to “insert” in the menu bar, point to “reference,” and then “footnote.” For Mac users, go to “insert” in the menu bar and select “footnote” from the tab.

Quick keys for footnotes:
PC: Ctrl + alt + f
Mac: Option + Apple + f

Please conform to the following format when citing information in the footnotes for assignments:

• Initial citation for book:
  o Author first name and last, title of book in italics, in parentheses: publisher location, publisher name, year of publication, page number.
    ▪ Note that there is no comma between the volume title and the publisher information.
• Subsequent citation:
  o Author last name, title, and page number.
  o Example: Bourdain, A Chef’s Tour, 14.
• Initial citation for interview:
  o John Smith, interviewed by author, 1 September 2018, San Antonio, Texas.
• Subsequent citation:
  o Smith interview, 1 September 2014.

b. Complete a week-long food diary and write a descriptive and analytical paper about your observations (3-4 pages).
• Students should write down everything that they consume in a one-week period, including meals, snacks, drinks, etc.
• Students should then, in a narrative and analytical paper, write about what the experience taught them about their food choices.
  o Did you not eat something because of this exercise?
  o Did you eat something specifically for this exercise?
  o Why did you pick the foods that you did?
  o What does writing down everything that one eats do to the eating experience?
  o What does your diet say about you?
  o What does your diet say about how we eat as a society?
  o Where did your food come from? What inventions made it possible? (Draw in material from the lectures too.)
• As in the previous assignment, students should weave in elements from the lectures and also discuss the food experiences in modern society.

c. **Weekly Journal Entries (Length: 2-3 typed pages each week; Due: Every Wednesday unless otherwise noted)**
   - After listening to and taking careful notes on the lectures, discussions, and guest talks, students should summarize their conclusions and provide their own analysis in a weekly journal format.
   - Students must also tie in themes from the class and selections from readings in the entries.
   - Students should also look for stories pertaining to travel and journeys (broadly defined) in the news and make clear connections between those stories and class material.
   - At the end of the semester, the lowest journal entry grade will be dropped from the course grade calculations.

d. Pay attention, take notes, and ask questions during your fellow classmates’ presentations. The final examination will be based on your classmates’ presentations as well as class material.

3. **Group Project**: Students will read, outline, analyze, and give an in-class presentation on a book chosen in consultation with the instructor. Groups will form based on the specific food item they choose.
   - After the student has chosen an individual book to read and report on (selections are available at the end of this syllabus), he/she should acquire the volume, and begin reading and outlining the book.
     - Students may see if the book is available in the library.
     - If it is not, they may acquire it through the library’s Interlibrary Loan service or purchase the volume for themselves.
     - The Angelo State University Bookstore can help in ordering books for students.
   - Each student will be assigned a date and time to present their findings to the class (TBA).
   - On that day, students must hand in their outline (page length varies) and analysis of the book.
   - The analysis should be no more than 1 page in length and it should tie the student’s specific book in with lecture material about the general overview of food history.
     - Proper citation styles apply. See above example and/or consult with the instructor for further details.
   - In the presentations (approximately 15 minutes each), students should describe the book they read, note examples, surprises, and other findings.
Most importantly, they must discuss how their particular topic (whether spice, commodity, or cuisine) fits in with the narrative of the course.

NOTE: ALL written assignments must be submitted in duplicate.
- Students MUST provide a hard copy of each assignment due in class. Please staple all assignments in the top left-hand corner of the document.
- Students MUST submit all their assignments through turnitin.com available on the Blackboard site for this class.
  - Assignments that have not been checked by turnitin.com will NOT be graded.

4. Daily Preparation and Performance: Each student will be expected to actively engage in class discussion and respectfully listen to guest and student presentations. The preparation and performance grade will be determined by
  a. attendance (you cannot perform if you are not in attendance)
  b. instructor’s assessment of the frequency, quality, and relevance of contributions to class discussion and questions posed to guest speakers)
  c. oral presentation of book analysis
  d. performance in group presentation

Assessment/Grading:

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total Points</th>
<th>Your Points</th>
<th>Your Total Points</th>
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<td>Daily Preparation and Participation</td>
<td>25</td>
<td>25</td>
<td></td>
<td></td>
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<tr>
<td>Family food history project</td>
<td>20</td>
<td>45</td>
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<tr>
<td>Food diary paper</td>
<td>12</td>
<td>57</td>
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<tr>
<td>Weekly Journal Entries (6 total)*</td>
<td>18</td>
<td>75</td>
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<tr>
<td>Book outline/analysis and Presentation</td>
<td>15</td>
<td>90</td>
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<tr>
<td>Final Exam</td>
<td>10</td>
<td>100</td>
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*The lowest journal entry grade will be dropped. Thus, there are 7 journals due over the course of the semester but only 6 will count for the student’s grade.

V. Attendance:
Attendance (in body and mind) is critical as discussion cannot be “made up” and insights from other students are critical elements of Honors education. Note that there is a participation grade rather than one for attendance. Simply showing up to class does not count as participation.
One must actively engage the material, contribute to discussion periods, and ask questions. Students are expected to attend every session and are responsible for any material, announcements, schedule changes, or assignments that are provided in class. Absences do not excuse the student from being prepared for the next day’s work. Please check with a classmate or the instructor to find out about any changes to the syllabus.
  1. A student who misses more than 2 classes will be reported to the Honors Program
director.
   ii. Students who miss more than 4 classes will incur a 10-point reduction in the final course grade.
   iii. Additional absences will incur 5 additional point reductions per absence.
1. Absences for official university commitments, accompanied by official documentation from the sponsoring faculty or staff member, will not incur penalties but may affect overall participation grades.
2. (See Section VII of this syllabus for further details about university policies regarding absences.)

VI. Academic Integrity:
   Academic work is built on trust. Plagiarism (failure to properly cite a source or presenting another individual’s work as your own) and cheating on any assignments (receiving unauthorized aid) will result in the student failing the course and may lead to other disciplinary actions. For clarification on academic misconduct, discuss the issue with the course instructor. Also, see the ASU Student Handbook for additional information relating to the Honor Code. You may acquire a copy of the handbook online at the ASU website (under “Current Students” and “University Publications”) or at the Student Life Office in the University Center.
   (You may view the university’s honor code at the following website: https://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php)

VII. Classroom Policies:
1. Students who arrive five (5) minutes after class commences will be marked absent.
2. Students must arrive on time and not interrupt others during class. Students must be respectful of the learning environment and are prohibited from sleeping, reading texts not related to the class, eating, or causing disturbances during class time. Students with computers must also not distract others by browsing the Internet, chatting, or playing games. Students who disrupt class proceedings will be asked to leave the course.
3. Cell phones, PDAs, and other such devices are prohibited during class time (unless otherwise noted). Please turn off all such devices before the beginning of class. If a student is caught texting or using an unauthorized device during class time, they will lose five (5) points per each occurrence. The points will be deducted from their final grade.
   a. If a student has a special need to use such a device, they must consult with the instructor by the end of the second class period (Wednesday, August 29).
   b. The use of any cellular devices during examinations is strictly prohibited. Anyone caught violating this rule will receive an “F” in the exam. Again, if a student is found to have cheated on any assignment, they will fail the course and face other disciplinary action.
4. Communications
   a. E-mails should be treated as official communications. When writing an e-mail to the instructor or grader, students must properly address the recipient. For example, one should always open with a salutation (“Dear Prof.”). E-mails that are not properly addressed might not receive a response.
b. Additionally, in the subject line of your e-mail, you should specify which class you are taking with the instructor. For example, a proper subject heading should read: “HONR-2305: Question.”

5. Audio and video recording is not permitted in the classroom. If a student has questions about a slide or anything in the lecture, he or she should contact the instructor.

6. Any visitors to the classroom must be approved by the instructor before the period begins. Unauthorized visitors will be asked to leave the class.

Students with any questions or concerns about the class should contact the instructor after class, via e-mail, or during office hours (by appointment in the Academic Building, Office A239D).

VIII: University Policies:

1. **Disabilities Accommodation (OP 10.15)**
   Persons with disabilities which may warrant academic accommodations must contact the Student Life Office (Room 112 University Center; (325) 942-2191 or (325) 942-2126 (TDD/FAX); or Student.Life@angelo.edu) in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Faculty members are not allowed to provide accommodation for a student’s disability needs without approval from the Office of Student Life.

2. **Absences for Observance of Religious Holy Day (OP 10.19)**
   Students who intend to be absent from class to observe a religious holy day (as defined in ASU OP 10.19) must inform the instructor in writing prior to the absence and make up any scheduled assignments within an appropriate timeframe determined by the professor. While the absence will not be penalized, failure to complete the make-up assignment satisfactorily and within the required timeframe will result in penalties consistent with other absences and assignments.

**Disclaimer:** By remaining in the class, the student agrees to abide by the guidelines outlined in this syllabus. The instructor reserves the right to amend the syllabus at any point during the course of the semester in order to better respond to the changing needs of the course or unforeseen circumstances.

**Class Schedule:**

1. **Class Introduction (Monday, August 27)**
   Assignment due next class: Consider book selection; prepare for student introductions

2. **Student introductions (Wednesday, August 29)**
   Assignment due next class: Consider book selection; read Bourdain, “Dear Nancy” and “Introduction,” “Where Food Comes From,” “Back to the Beach,” and “The Burn.” Additionally, students should begin the process of compiling and writing about their family’s unique food culture/traditions.
No Class—Monday, September 3

3. **Raw & Cooked Foods** (Wednesday, September 5)

No class—Monday, September 10

4. **Domestication: Plant & Animal** (Wednesday, September 12)
   DUE in class: Journal 1
   Assignment due next class: Read Bourdain, “West Coast” and “Haggis Rules,” “Very, Very Strong,” “Perfect,” and prepare for class discussion

5. Discussion of Anthony Bourdain’s *A Cook’s Tour* (Monday, September 17)
   Assignment due next class: Read Okie, Introduction; journal entry

6. Healing & Ritual (Wednesday, September 19)
   DUE in class: Journal 2
   Assignment due next class: Read Okie, chapters 1 & 2

7. Power & Status (Monday, September 24)
   Assignment due next class: Complete paper assignments and prepare to discuss experiences and findings with the class. Remember to turn in hardcopies of your paper at the next class meeting and submit an electronic version to Turnitin.com (via the class’s Blackboard page).

8. **Trade & Spices** (Wednesday, September 26)
   DUE in class: Family food history paper
   Assignment due next class: Read Okie, chapters 3-5

9. **New Worlds, New Foods** (Monday, October 1)
   Assignment due next class: TBA

10. Class Guest: Prof. Sarah Lynch (Wednesday, October 3)—NOTE: Class commences at 1315 on this day
    Assignment due next class: Read Okie, chapters 6-7 & conclusion
11. Discussion of Okie’s *The Georgia Peach* (Monday, October 8)
   *Assignment due next class:* Prepare for discussion with Prof. Okie & read Schlosser, Introduction

12. Discussion with Prof. W. Thomas Okie, author of *The Georgia Peach* (Wednesday, October 10)
   *DUE in class:* Journal 3
   *Assignment due next class:* Read Schlosser, chapters 1-3

13. Industrial Revolution & Foods of All Nations (Monday, October 15)
    *Assignment due next class:* Read Schlosser, chapter 4

14. Food & Warfare (Wednesday, October 17)
    *DUE in class:* Journal 4
    *Assignment due next class:* Read Schlosser, chapters 5-7

15. Twentieth Century Breakthroughs (Monday, October 22)
    *Assignment due next class:* Read Schlosser, chapter 8

16. Guest lecture: “Feeding the Angelo State Campus” with Richard Gonzalez, Chartwells Food Services (Wednesday, October 24)
    *Note:* Special class location TBA
    *DUE in class:* Journal 5
    *Assignment due next class:* Read Schlosser, chapters 9-10 & epilogue

17. Discussion of *Fast Food Nation* (Monday, October 29)—NOTES: Class commences at 1315 today
    *Assignment due next class:* TBA

18. Guest lecture: TBA (Wednesday, October 31)
    *DUE in class:* Journal 6
    *Assignment due next class:* TBA

19. Food on television (Monday, November 5)
    *DUE in class:* Food diary paper
    *Assignment due next class:* TBA
20. Class guest: Prof. Loree Branham, Associate Professor of Animal Science, Department of Agriculture (Wednesday, November 7)
   Assignment due next class: TBA

21. Discussion of Fast Food Nation—film (Monday, November 12)
   Assignment due next class: TBA

22. Discussion of Hell’s Kitchen (Wednesday, November 14)
   DUE in class: Journal 7

23. Student Presentations (Monday, November 19)

No class—Wednesday, November 21

24. Student Presentations (Monday, November 26)

25. Student Presentations (Wednesday, November 28)

26. Student Presentations (Monday, December 3)

27. Student Presentations & Final Thoughts (Wednesday, December 5)

28. Final Examination (Wednesday, December 12; time: 1300-1500)
Potential Books for Individual Assignment:

Beans/Peanuts:

Coffee:

Commodities/Spices

Fruits
- Peter Chapman, *Bananas: How the United Fruit Company Shaped the World* (Canongate, 2009)
- Dan Koeppel, *Banana: The Fate of the Fruit That Changed the World* (Hudson Street Press, 2007)

Potatoes:
Seafood:

Cuisines

**African American**
- Frederick Douglass Opie, *Hog and Hominy: Soul Food from Africa to America* (Columbia University Press, 2010)

**Chinese Cuisine**

**Italian Cuisine**

**Japanese Cuisine**

**Mexican Cuisine**
- Jeffrey M. Pilcher, *Planet Taco: A Global History of Mexican Food* (OUP, 2012)