



FLORIDA STATE UNIVERSITY
COLLEGE OF COMMUNICATION & INFORMATION
School of Information

LIS5916 - Special Topics: Food Information (3 credits)

SUMMER 2022

Mode of Instruction: online

Instructor: Julia Skinner

Email:

Office:

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Course Location/Website:

Office Hours:

Teaching Assistant:

TA Email:

COURSE DESCRIPTION:

Food is increasingly centered within scholarly research and popular discourse. But how do we create information around food, and how is that information collected and curated? In this course, we will explore how authors and other content creators describe and portray food, intellectual property rights and ethical considerations around food writing, and how we can build robust and useful collections of culinary materials. Our course assignments ask you to critically engage with food information: How is our understanding shaped by external forces and personal preferences? Who is our audience? And what lessons can we learn beyond the food world?

COURSE OBJECTIVES:

At the end of the course, the student will be able to:

- Discuss different ways of defining and describing food information
- Demonstrate the ability to connect food-related information objects (like cookbooks or magazines) together in a cohesive collection
- Discuss different forms of food writing, and how to evaluate each
- Define major intellectual property considerations and how they apply across different information types
- Analyze the audience for historic and modern food information materials.

COURSE MATERIALS:

All readings are available through the course website

COURSE ASSIGNMENTS AND EVALUATION:

Food is inherently interdisciplinary and connects to every part of our lives. It is both communal and intensely personal, and as such each of these assignments can be customized to reflect your own learning, interests, and experiences. I highly encourage creative projects, done with the same thoughtfulness and rigor as you

would apply to a paper. These could include designing a menu or a dish, building an exhibit mock up or piece of visual art, writing a song, or making a zine. If you have questions about if your idea is appropriate for an assignment, please reach out to me early!

Participation (20% of grade: post by Thursday at midnight, write responses by Sunday at midnight).

A portion of your grade comes from participation in discussion boards. This is where we talk through the week's readings, and connect them to our own knowledge, skills, and experience.

Each week, you'll write one post and post *at least one* response.

On weeks where other assignments are due, discussion boards are optional.

In your post, please respond to our weekly discussion board prompts (found in the description of each weekly board), focused on adding your own insights and drawing connections rather than simply summarizing the readings.

Your posts and responses but be substantive and thoughtful (not just 'this is great!' or 'I agree!'): Your response can be 2 sentences or more, but your original post must be at least one thoughtful paragraph (3-4 sentences).

Papers:

Assignment one: So you want to be a food writer (30% of grade)

After reading some examples of food writing in the popular press, we're going to try writing our own. I give you a few examples below that you can work from, or you're welcome to submit another idea. I encourage you to get creative!

Don't just give me an essay: See how you can weave your writing into a story, based on what we've learned about how to write about food in previous weeks. Remember, this is writing for popular press, not academic writing, so write it like a magazine article (or blog post, etc.) that you would be interested in reading. This type of writing may be unfamiliar to you, and that's ok! I don't expect you to be an expert at crafting food narratives. Instead, you'll be graded on your efforts to thoughtfully engage with a food-related idea in writing. Basically, can you take the concepts we've covered in class and apply them to your own writing?

Your paper should be between 1000-1500 words

Example topics:

Comfort and aversion: Do a side-by-side taste test of a food you like and a food you have never tried before (or even one you aren't sure you'll like).

Food memories: What is a powerful food memory that you have? Don't just describe the memory, bring it to life for your reader by putting it into context. Who are the people in this story? How is food connected to them? What about this food or this moment was so significant to you?

Food traditions: What food traditions do you and/or your family follow? Where do they come from, and what is their history? How are these traditions significant to you?

Food history: Choose 1-2 dishes or ingredients you're interested in and research their history. Where did they come from? Who used/uses them? How have they changed over the years?

Assignment Two: Your Culinary Collection (30% of grade)

Using what we've learned in Module 4, build your own food-related library collection.

Don't worry about budget (or whether the specific items you want can be purchased), instead think of this as your dream collection: If you could tell any food story with your library collection, what story would you tell?

Your collection can include any kind of materials (rare books, archival materials, circulating collections, newspapers, etc.) and be for any audience or use (for example, kids' cookbooks, archival records of MFK Fisher, etc.) Just be explicit about what you're collecting, and for whom (and to what purpose) in your paper.

This paper should be at least 1000 words, and address the following:

-What is the scope of your collection, or in other words what (and whose) story does this collection try to tell? This 'story' can be about a certain individual or community, a certain time period, etc.

-What are the benefits of this scope, and how can you ensure that your collections reflect your scope accurately?

For example, if your scope is 'Atlanta restaurants,' but you only focus on fine dining establishments, you have two choices: Either change your collection's scope to 'Atlanta fine dining restaurants' or consider how you can expand your collection to include other restaurants.

-What items might this collection include?

If you have specific 'wish list' items, even if they seem extravagant, you can list those. Or you can list the types of materials that would be included (e.g. Atlanta restaurant menus; biographies of Atlanta chefs).

-Who is the audience for your collection, and why?

-How will you engage the community with your collection? Are there exhibits or programs that come to mind?

Don't worry about creating an entire exhibit proposal or program description, general ideas are fine here (e.g. 'panel talks with Atlanta chefs' or 'exhibits on Atlanta menus of the past').

Final Assignment: What does food information mean to you? Reflective essay or project (20% of grade)

Based on what you've learned this semester, how would you define 'food information'? Is your definition the same as it was at the start of the class (and why or why not)? How do you see yourself using food information in your career and life? What excites you most about food information?

This can be written as a paper (at least 500 words)

OR

As a creative project of your choosing

Want to write a magazine article about it? Do a collage or vision board? Draw a picture? Write a song? Plant a garden?

Choose whatever format gets your creative juices flowing about this topic, and helps you begin to answer the question of "what does food information mean to me?"

Remember, I'm just asking you how *you* define food information to get you explicitly thinking about what it means: There is no "right" answer, so have fun with this!

GRADE CALCULATION:

Participation: 20%

Assignment 1: 30%

Assignment 2: 30%

Final assignment: 20%

GRADING SCALE

A	93 - 100	C	73 - 76
A-	90 - 92	C-	70 - 72
B+	87 - 89	D+	67 - 69
B	83 - 86	D	63 - 66
B-	80 - 82	D-	60 - 62
C+	77 - 79	F	0 - 59

COURSE SCHEDULE:

Module 1: Introduction

Week 1: What is food information?

Week 2: Why study food?

Module 2: Reading about food

Week 3: What is food studies?

Week 4: The history of food: underlying perspectives and useful resources

Week 5: Critically examining food-related research

Module 3: Writing about food

Week 6: Food writing basics: audience, style, and outlets

Week 7: What we eat touches everything: Putting our writing in context

Week 8: Ethics and intellectual property

Week 9: Branching out: What 'continuing education' looks like for a food writer

Assignment due: Affection and aversion

Module 4: Building a culinary collection

Week 10: Determining a book's audience

Week 11: Researching provenance and significance

Week 12: Defining your collection's scope and purpose

Week 13: Exhibition and outreach

Module 5: Wrapping up

Week 14: What is the future of food information?

Week 15: Our food futures: cyclical changes in what we ate in the past and will eat in the future

Assignment due: final reflective essay/project

SCHOOL POLICIES

Copyright Statement

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Technology, Education, And Copyright Harmonization (TEACH) Act (refer to the 3/7/2001 TEACH Act at www.copyright.gov/legislation/archive/).

Sexual Harassment Policy

It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. http://registrar.fsu.edu/bulletin/graduate/information/university_notices/

iSchool Hardware and Software Requirements

A list of all hardware and software requirements for students participating in the School of Information (iSchool) courses can be found at the following location:
<http://ischool.cci.fsu.edu/academics/online/requirements/>

Student Eligibility for an Incomplete Grade

Incomplete ("I") grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory.

UNIVERSITY POLICIES

University Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>)

Academic Success:

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for

designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more

Americans With Disabilities Act:

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student:

1. must register with and provide documentation to the Office of Accessibility Services (OAS);
2. must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
3. should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the

Office of Accessibility Services

874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
oas@fsu.edu
<https://dsst.fsu.edu/oas>

Syllabus Change Policy

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."

In-Class Masking

To maintain consistency with state law, FSU is not requiring face-coverings, but public health experts strongly recommend that we continue to wear proper masks in public indoor spaces, like classrooms, where social distancing is not possible and large numbers of participants remain unvaccinated. While many of us are now vaccinated, others of us cannot be vaccinated, remain extremely vulnerable to the virus, or have family members in these situations. Moreover, Florida has become an epicenter of the COVID-19 Delta variant, which we now know can infect even vaccinated individuals and be spread

by vaccinated individuals to others. For that reason, we strongly urge class participants to remain masked in the classroom. If any class members inform me that they are vulnerable in these ways, I may specifically request masks in the classroom. Please remember that you should NOT attend class in person if you have tested positive for COVID-19 or are quarantining after exposure. Finally, please bear in mind that the Covid-19 situation is fast moving and that guidance may change at any time.

Classes Subject to HB233 Recording

In this class, consistent with state law and university policy, students are permitted to make recordings of class lectures for personal use only. As noted, sharing, posting, or publishing classroom recordings may subject you to honor code violations and legal penalties associated with theft of intellectual property and violations of other state law. Moreover, students and educators have expressed concern that recording classroom activities may negatively impact the learning experience for others, especially in classes that involve questions, discussion, or participation. To protect a learning environment in which everyone feels free to experiment with ideas, we ask you refrain from recording in ways that could make others feel reluctant to ask questions, explore new ideas, or otherwise participate in class. Students must monitor their recording so that they do not include participation by other students without permission. Students with disabilities will continue to have appropriate accommodations for recordings as established by the Office of Accessibility Services.

Confidential campus resources:

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program

University Center A, Rm. 4100

(850) 644-7161

Available 24/7/365

Office Hours: M-F 8-5

<https://dsst.fsu.edu/vap>

University Counseling Center

Askew Student Life Center, 2nd floor

942 Learning Way

(850) 644-8255

<https://counseling.fsu.edu/>

University Health Services

Health and Wellness Center

(850) 644-6230

<https://uhs.fsu.edu/>

