

## FEAST

Honors College Seminar V: Aesthetics, Values and Authority  
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IDH 3034-U45 (80096) Honors Seminar V  
Mondays -Wednesdays 11-12:15 GC272  
Fall August 20 -December 1, 2018

### Course Description

Chew on this! Our aesthetics, values and authority are stuffed with food. This course will be a tasting of food as image, a savoring of feasts as ritual, while digesting current cultural food trends and the health impacts of various dietary habits. A healthy serving of the politics, human movement, and conflicts, over which the scarcity or abundance of food has influenced, will be dished out during the year. Humans have been influenced by their food from subsistence to culinary delicacy foraging to domestication of crops and famine crises. Students will sample specific foods such as coffee, chocolate, and salt and more through readings, films, and visits to local museums. Students will present an abundant banquet of research projects on a wide range of food topics from cannibalism to food waste. In keeping with a course that includes edible art and feast as ritual, the students will cook up at least one feast per semester.

### Course Objectives

*To participate in food and feasts to discover the complexity of the origins, uses and customs surrounding them.*

*To examine the role food has played in forming our species, history and culture and to consider how our values, aesthetics and authority have influenced what we eat and where it comes from historically and in popular culture.*

*To investigate the aesthetic language of food and feasts in art, science, philosophy, literature, religion, health, geography, in politics and in culture.*

*To organize the connections created by human need, innovation, practice, and production, involving food.*

### Learning Outcomes

*To have a better understanding of the role food and food preparation played in defining the human species.*

*To learn to recognize relationships between our food and everything we do.*

*To be able to describe the properties and histories of multiple foodstuffs and the consequences of those histories.*

*To broaden the student's global view of human activity as it is driven by or reacting to food.*

### FALL Grading

**-5 points** - Per class: Absence, Tardiness more than 15 minutes, Use of phone or pad or laptop for social communication or any other than class business (no exceptions), Unprepared for class, Non-participation.

**45 points** – Food Research (Map, Presentation, Performance, Story, with accouterments)

**25 points** - Written responses and art projects and other. (JOURNAL) Moleskine notebook format.

**25 points** - Book Presentations

**5 points** - Final Exam Feast

**\*Most tasks will be assessed as: Done well: full points (or) Done: half points (or) Not done: zero points.**

**The experimental nature of this class must allow for valiant effort with dubious outcome. Just do it.**

### Final Grade points

100.0 – 93.00: A	86.00 – 83.00: B	76.00 – 73.00: C	66.00 – 63.00: D
92.00 – 90.00: A-	82.00 – 80.00: B-	72.00 – 70.00: C-	62.00 – 60.00: D-
89.00 – 87.00: B+	79.00 – 77.00: C+	69.00 – 67.00: D+	59.00 – 00.00: F

### Fall Required Supplies:

1. Food contributions
2. Moleskine notebook
3. Printing and other required for Food research

**Fall Required Reading (To be discussed in class):**

1. Dunn, Rob R. *Never Out of Season: How Having the Food We Want When We Want It Threatens Our Food Supply and Our Future.* , 2017. Print. ISBN-13: 978-0316260725
2. Hanson, Thor. *The Triumph of Seeds: How Grains, Nuts, Kernels, Pulses, and Pips Conquered the Plant Kingdom and Shaped Human History.* New York, US: Basic Books, 2015. ProQuest ebrary. Web. 26 July 2016. ISBN 978-0-46-509740-1
3. Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals.* New York: Penguin Press, 2006. Print. ISBN 978-0-14-303858-0
4. Kurlansky, Mark. *Salt: A World History.* New York: Walker and Co, 2002. Print. ISBN 978-0-14-200161-5
5. Rhodes, Richard. *Deadly Feasts: Tracking the Secrets of a Terrifying New Plague.* New York: Simon & Schuster, 1997. Print. ISBN 978-0-684-84425-1

**Attendance:**

**Attendance without preparation and participation will be treated as an absence. Tardiness will be treated as an absence. Awake, alert and participating defines attendance – this is not simply signing a sheet or having your body present.**

Class attendance is an important component of your grade. You will be excused one absence or one instance of tardiness with no penalty as long as all work is made up by the next class time. Note: this is one absence OR one lateness, not one of each. Any additional absence will incur a 5-point penalty per occurrence. Additional lateness occurrences are penalized as follows; after 15 minutes you are absent. If you notify your professor the day the class is missed or before, these penalties may be excused for emergency situations at the discretion of the professor. If you do not notify the professor the day of the absence or before there is no possibility of waiving the penalty. Since professors will only consider waving the penalty for extreme emergencies, we suggest that you save your one excused absence until the end of the semester.

Although the one unexcused absence will not affect your class participation grade, there will be no make-ups for missed work. You have to be in class or you will receive a zero for the assignment. You are responsible for all material presented and all announcements made in class. Make sure you have contact information of at least one other student to find out what you have missed. It is not the job of the professor to repeat lessons or announcements to students who missed class time. Students are responsible to read all emails sent by the professor and it will be assumed that the student is aware of all material and calendar changes and other information communicated through email.

Aug 20	Intro (TED Talk)	Aug 22	DISCUSSION
Aug 27	Babette's Feast	Aug 29	Babette's Feast
Sept 3	No Class (Labor Day)	Sept 5	DISCUSSION
Sept 10	Book 1 <i>Never Out of Season</i>	Sept 12	Book 1 <i>Never Out of Season</i>
Sept 17	Book 2 <i>The Triumph of Seeds</i>	Sept 19	Book 2 <i>The Triumph of Seeds</i>
Sept 24	Book 3 <i>The Omnivore's Dilemma</i>	Sept 26	Book 3 <i>The Omnivore's Dilemma</i>
Oct 1	Book 4 <i>Salt</i>	Oct 3	Book 4 <i>Salt</i>
Oct 8	Book 5 <i>Deadly Feasts</i>	Oct 10	Book 5 <i>Deadly Feasts</i>
Oct 15	FEAST DISCUSSION	Oct 17	FEAST DISCUSSION
Oct 22	Film	Oct 24	Film
Oct 29	* 1	Oct 31	* 2
Nov 5	* 3	Nov 7	* 4
Nov 12	No Class (Veterans Day)	Nov 14	* 5
Nov 19	* 6	Nov 21	Independent study (TBA)
Nov 26	* 7	Nov 28	TBA
Dec 3-6	Finals Week Feast (Turn in journals)		FEAST

### **Electronic Device Policy**

Using your electronic devices to enhance our discussions or for note taking will be permitted. Any Facebook, e mail checking, shopping, texting, studying for other classes or any other unauthorized use within class time will result in a (-5) points for that day.

### **Honors College**

Below are sections on Honors College citizenship requirements, academic misconduct and plagiarism and student portfolios.

### **Disability Notice**

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the [Disability Resource Center](#) (DRC), if you have not done so already.” Please note that if you have a student who is registered with the DRC, you will receive notification about the student’s disability and a detailed description of accommodations the student will require.

### **Religious Observances**

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor *at the beginning of the semester* of which dates you will be absent or any anticipated problems with completing course work.

### **Physical, Mental and Sensory Challenges**

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

### **Honors Citizenship Requirements**

Beginning in Fall 2014, Honors College students are required to accumulate at least **20 citizenship points** each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate **10 citizenship points**. See <http://honors.fiu.edu/current-students/citizenship/>.

### **Honors Education in the ARTS (HEARTS)**

The HEARTS program is designed to give Honors College student’s opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See <http://honors.fiu.edu/hearts/>.

### **Honors College Academic Misconduct Statement**

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

### **Procedures and Penalties**

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member

suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website (<http://honors.fiu.edu/honors-policies/>), and the Academic Misconduct Procedures, available at <http://integrity.fiu.edu/misconducts.html>.

### **Academic Misconduct Policy**

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. Please refer to the following documents for additional information:

FIU Code of Academic Integrity: <http://integrity.fiu.edu/>

FIU Honors College Plagiarism Policy: <http://honors.fiu.edu/honors-policies/>

### **GL Learning Outcomes for IDH 3034-5**

- **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- **Course Learning Outcome:** Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
- **Global Perspectives:** Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
- **Course Learning Outcome:** Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
- **Global Engagement:** Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.
- **Course Learning Outcome:** Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.

### **Student Portfolios**

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio method allows for maximum flexibility in gauging student learning. You will decide (with instructor consultation) what "artifacts" or assignments to include for consideration in your portfolios to demonstrate successful achievement of each of the student learning outcomes.

Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment.

**Each Honors College course includes at least one assignment that could potentially fit portfolio requirements.**

### **NOTES:**