### New Undergraduate Course Proposal Form

#### 1. Department and Contact Information

<table>
<thead>
<tr>
<th>Tracking Number</th>
<th>Date &amp; Time Submitted</th>
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<td>786</td>
<td>2009-02-03 08:20:32</td>
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<thead>
<tr>
<th>Department</th>
<th>College</th>
<th>Budget Account Number</th>
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<tbody>
<tr>
<td>Humanities and Cultural Studies</td>
<td>Arts &amp; Sciences</td>
<td>1237</td>
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<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Daniel Belgrad</td>
<td>x4-9388</td>
<td><a href="mailto:dbelgrad@cas.usf.edu">dbelgrad@cas.usf.edu</a></td>
</tr>
</tbody>
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#### 2. Course Information

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Full Title</th>
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<tbody>
<tr>
<td>HUM</td>
<td>4459</td>
<td>Identity and Power</td>
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Is the course title variable? Y
Is a permit required for registration? N
Are the credit hours variable? N

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Section Type</th>
<th>Grading Option</th>
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<tbody>
<tr>
<td>3</td>
<td>Discussion (Primarily)</td>
<td>Regular</td>
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<table>
<thead>
<tr>
<th>Total Clock Hours</th>
<th>Abbreviated Title (30 characters maximum)</th>
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<tbody>
<tr>
<td>3</td>
<td>Identity and Power</td>
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**Prerequisites**

**Corequisites**

**Co-Prerequisites**

**Course Description**

Focuses on the relationships between social power and individual or group identity. Emphasizes how discourses on race, class, gender, and/or nationality construct individual subjectivity and imagined communities. Topic varies. Repeatable to 6 credits.

#### 3. Justification

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

This course is part of the required "interdisciplinary cultural studies" component of the new (proposed) Humanities undergraduate major. It addresses program objectives that are necessary for accreditation.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

This is a variable topics course centered around the theme of the relationship between identity and social power.

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

This course is part of the required "interdisciplinary cultural studies" component of the new (proposed) Humanities undergraduate major. It will also be of interest to students in other majors related to cultural studies.
D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

Yes, more than once. Enrollment is capped at 35.

E. How frequently will the course be offered? What is the anticipated enrollment?

Once or twice a year with enrollment capped at 35.

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.)

No.

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

ABD or PhD in Humanities, Cultural Studies, or a related field.

4. Other Course Information

A. Objectives / Outcomes

Students completing this course will gain an understanding of how social power impacts the construction of individual and/or group identities. We investigate how discursive practices concerning identities have operated in select historical circumstances; and how social categories such as race, class, gender, and sexuality have affected individual subjectivity and imagined community.

B. Major Topics

Social power and the semiotics of cultural forms; textual constructions of social identity; individual and group identity through discursive practice.

C. Textbooks

This is a variable topics course. Texts vary by topic and instructor.

5. Syllabus

Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.
HUM 4459: IDENTITY AND POWER
Food in Western Culture

Course Description

Identity and Power focuses on the relationships between social power and individual or group identity. Emphasizes how discourses on race, class, gender, and/or nationality construct individual subjectivity and imagined communities. Topic varies. Repeatable to 6 credits.

Course Objectives

Students completing this course will gain an understanding of how social power impacts the construction of individual and/or group identities. We investigate how discursive practices concerning identities have operated in select historical circumstances; and how social categories such as race, class, gender, and sexuality have affected individual subjectivity and imagined community.

Food in Western Culture: This course will investigate the significance, semiotics, and spectacle of food in order to understand how food reflects and informs Western culture. We will explore food in terms of history, anthropology, sociology, mythology, philosophy, art, literature, media, performance, and film. Some topics we will discuss include food and social and religious taboos; the experiential and social dimensions of taste and disgust; the meaning and rituals of dining; the influence of cookbooks on class and gender; and the relationship of food to the construction of race, class, gender, sexuality, ethnicity, and personal and national identity.

Course Requirements:
For each class, students will complement the assigned readings with 2 comprehensive and analytical Discussion Questions designed to generate spirited and intelligent discussion. Because this is a discussion-oriented class, students are expected to read the material and to actively contribute to class discussions. Students will also respond to the issues raised by writing four Response Papers (about 3 pages each) that not only reflect their engagement with the texts, but also demonstrate their synthesis of the readings. Students will also be expected to familiarize themselves with Blackboard, which is where they will find last-minute announcements, supplementary links, and Response Questions. Over the course of the semester, students will be expected to write an argument-based research paper (about 5-7 pages); and to prepare and present a dish of historical, literary, or political significance for our end-of-term “final” feast.
**Required Texts:**
All texts are available on Blackboard. Please download and bring to class all readings.

**Course Grades**:  
40% Response Papers (and quizzes if necessary)  
15% Research Preliminaries (Working Bibliography, Thesis, Outline)  
25% Research Paper  
10% Final Project  
10% Active Participation

*Your final grade is based upon a 100-point scale. While attendance is mandatory, you are allowed 2 unexcused absences. Each subsequent unexcused absence will result in 2 points deducted from your final grade. If you miss more than 3 classes, you are subject to failure for the class. Tardies are deducted one point; if you are more than 10 minutes late, it counts as an absence. I accept late Response Papers, but you will be deducted 2 points for each day late. (Bear in mind that the difference between a full grade is 10 points.)*

Grading scale: S/U grades will not be assigned. Letter grades and +/- will be assigned according to the following scale:  
93.6-100 A  
90-93.5 A-  
86.5-89.9 B+  
83.6-86.4 B  
80-83.5 B-  
76.5-79.9 C+  
73.6-76.4 C  
70-73.5 C-  
60-69.9 D  
below 60 F

**Course Policies:**
--Students must abide by the University rules and regulations regarding appropriate behavior and plagiarism. For more information, consult the Undergraduate Catalogue at [http://www.ugs.usf.edu/catalogs/0809/adadap.htm](http://www.ugs.usf.edu/catalogs/0809/adadap.htm)  
--You must provide appropriate documentation for excused absences for medical emergencies or unavoidable athletic events. Please tell me within the first week of class if you are going to miss a class due to a religious observance.  
--Quizzes may not be made up.  
--I will accept late Response Papers, but they will be penalized two points from your final grade for each day late.  
--Students are expected to be on time, to have read the material, and to actively participate in all class discussions.  
--While your opinion is valued, try to remain open-minded and focused on the material.
While I encourage spirited conversation, that means with the class as a whole, not with the person sitting next to you.

Please turn off all cell phones and pagers.

All papers (including Response Papers) must be typed and in MLA format.

Class meetings may not be tape-recorded. Notes may not be sold.

**Learning Disabilities/Personal Problems:**
If you feel that you are dealing with an issue that is in any way affecting your college experience, please come talk with me. Anything we discuss will be private, and I will do my best to offer solutions and to help you work through any problems that you may have.

If you have a learning disability that requires special accommodations or affects your contribution to or performance in class, please speak with me privately and contact Students with Disabilities Services in SVC 1133 (974-4309) so that they can help accommodate your needs.

**University closure:** In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor the Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

**Schedule of Readings**
All Readings are on Blackboard. As many of the readings are in a “dialogue,” you should read the texts in the order listed.

+Skim

**Wednesday, August 27:** Introduction—Food and Meaning

**Wednesday, September 3:** The Structure and Semiotics of Food
+Claude Levi-Strauss, “The Culinary Triangle”
Jean Soler, “The Semiotics of Food in the Bible”
Terry Eagleton, “Edible Écriture”
Carole M. Counihan, “Food Rules in the US”

**Wednesday, September 10:** Dining in Antiquity
Homer, Book 9, *The Odyssey*
Virgil, “The Salad”
Petronius, from *Satyricon*
Juvenal, Satire V, *The Sixteen Satires*
MFK Fisher, “Garum,” *Serve It Forth*

**Wednesday, September 17:** Sins of the Flesh
Caroline Walker Bynum, “Fast, Feast, and Flesh”
Marc A. Thompson, “Fasting and Fulfillment”

**Research Paper Topics Due**

**Wednesday, September 24: On Good Manners**
+ Andrew Boorde, from *The Dyetary Helth The Babees Boke* (skim other selections)
+ Erasmus, “On Good Manners for Boys”

**Wednesday, October 1: On Bad Taste**
+ MFK Fisher, “Borderland,” *Serve It Forth*
+ Jeffrey Steingarten, “The Man Who Ate Everything”
+ Carolyn Korsmeyer, “Delightful, Delicious, Disgusting”
+ Michael Owen Jones, “What’s Disgusting, Why, and Does It Matter?”

**Response Paper #1 “Disgust” Due**

**Wednesday, October 8: Colonizing Food**
+ Jack Turner, from *Spice*
+ Mark Kurlansky, “The Rock and the Cod,” *Cod*
+ Wolfgang Schivelbusch, “Chocolate, Catholicism, Ancien Regime”

**Research Paper Working Bibliography Due**

**Wednesday, October 15: Cookbooks and Food Discourse**
+ Isabella Beeton, from *Mrs Beeton’s Book of Household Management*
+ Filippo Marinetti, from *The Futurist Cookbook*
+ Nicola Humble, “Little Swan Luxettes and Loved Boy Pudding”
+ Susan J. Leonardi, “Recipe for Reading”
+ Pritchard, “If This is Wednesday, It Must Be Meatloaf”

**Response Paper #2 “Embedded Discourse/Recipe Narrative” Due**

**Wednesday, October 22: Food and Gender I—Mothers…**
+ Katherine Parkin, “Campbell’s Soup and Traditional Gender Roles”
+ Christopher Holmes Smith, “Frozen Foods and the Postwar Family”
+ Kate Kane, “Who Deserves a Break Today?”
+ Kathleen LeBesco, “Jell-O, Gender, and Social Class”

**Wednesday, October 29: Food and Gender II—….and Sons**
+ Russell Baker, “Franks and Beans”
+ Nigel Slater, “Last Year I Ate…”
+ Jim Harrison, “Eat or Die,” *The Raw and the Cooked*
+ Jessamyn Neuhaus, “Is Meatloaf for Men?”
+ Carol J. Adams, “The Sexual Politics of Meat”

**Research Paper Thesis Due**

**Wednesday, November 5: Fat and Thin**
+ Christina Rossetti, “Goblin Market”
+ Sandra M. Gilbert and Susan Gubar, “The Aesthetics of Renunciation”
+ Susan Bordo, “Hunger as Ideology”
+ Susie Orbach, “Introduction,” *Fat is a Feminist Issue*
+ Kim Chernin, “Confessions of an Eater,” *The Obsession*

**Response Paper #3 “Body” Due**
**Wednesday, November 12: Food and Race**
Ntozake Shange, “What’d You People Call That?”
Alice A. Deck, “Black Woman Cook as Fetish in Advertising”
Psyche A. Williams-Forson, “Sucking the Chicken Bone Dry”

**Wednesday, November 19: Food and Memory/Memoire**
+Marcel Proust, “Overture,” *Swann’s Way*
MFK Fischer, “A Thing Shared” and “F is for Family”
Alice Walker, “My Mother’s Blue Bowl”
Nigel Slater, from *Toast*
Nora Ephron, from *Heartburn*

**Research Paper Outline Due**

**Wednesday, November 26: Viewing TBA**
**Response Paper #4 “Food Memoire” Due**

**Wednesday, December 3: Second Food in Western Culture Symposium**
(All Students MUST attend)

**Wednesday, December 10: Final Exam:**
Prepare and present a dish of historical significance.
**Research Papers Due**