

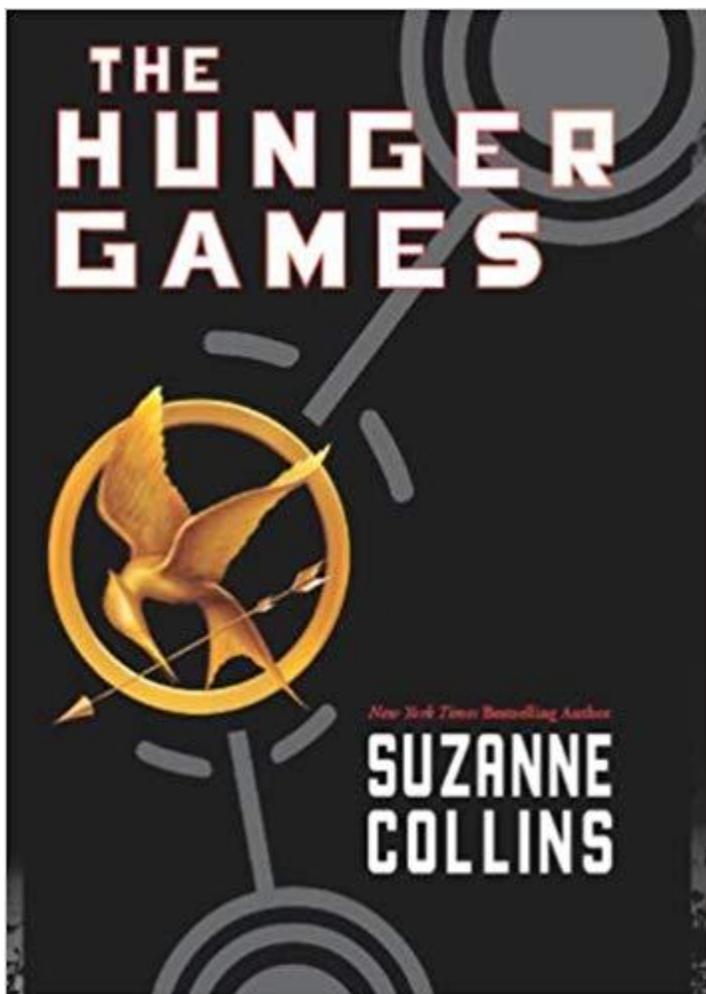
XIDS 2002: *The Hunger Games* and the Politics of Food

Semester/Year: Fall 2019
Time/Location: Wednesdays, 9:55-11:35 in Ed Center 0243
Instructor: Pam Murphy
Office Location: TLC 1114B
Office Hours: Wednesdays 12-4
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Please note: This syllabus is subject to change by the instructor. Changes will be announced in class and on CourseDen.

COURSE DESCRIPTION

The Hunger Games and the Politics of Food



XIDS 2002 is a course designed to help students get excited about learning at West Georgia. In addition, it is our hope that this course helps you succeed academically as well as personally and socially during this semester and beyond. The fundamental focus of the class is to provide an understanding of the basic structure of critical thinking and of academic disciplines in order to increase learning in the university classroom. Students are required to attend class and to interact with their instructors and classmates. While students must take responsibility for their own learning, the course attempts to support and enhance that responsibility by making the class a learning community within the University.

In this section, we will explore what food in the districts of *The Hunger Games* can teach us about ourselves and our culture. We'll examine how class contributes to ideas about what counts as "food" and what makes certain foods more or less desirable. Our exploration will dive into the origins of fast food, take us aboard the *Snowpiercer* where a class system emerges on a train that circles the globe, and help us investigate and blog about the role diet plays in understanding and forming our identities.

COURSE OBJECTIVES

As a result of participating in this course, students should be able to:

1. adapt written and oral communication to specific rhetorical purposes and audiences.
2. recognize and begin to implement the skills necessary to become life-long, active learners through the exploration of an academic topic that focuses on a contemporary and/or enduring topic, question, or problem.
3. identify, evaluate, and use information, language, or technology appropriate to a specific purpose.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Texts:

- 1) Excerpts from *The Hunger Games*, available through links on my website
- 2) Access to *The Hunger Games* film
- 3) Access to *Snowpiercer*, directed by Bong Joon Ho: I have copies available and we'll also set aside time to watch the film as a class, if you'd like
- 4) Excerpts from *Fast Food Nation*, by Eric Schlosser, available through links on my Website
- 5) Access to Netflix
- 6) A selection of podcasts and TED talks, TBA, available online
- 7) Additional Supplies: A flash drive for saving writing assignments; a notebook for journaling; reliable access to the internet for blogging, etc.; reliable access to a printer and email.

Additional Text(s) *See links available on my website.*

Wolf Essentials: https://issuu.com/thenavigatoruwg/docs/the_wolf_essentials_2019

ASSIGNMENTS

The First-Year Seminar Lab will be posted in CourseDen within a course called "XIDS 2002 Lab." Be sure to complete the three assignments in the Lab to get your full 15% credit.

Assignments

Assignment Name	Description	Due Date	Weight
Reading Journal	<p>Students respond individually in writing to daily reading assignments/discussions.</p> <p>After three missed classes, each additional absence earns a grade of zero for that day's journal entry.</p>	In-class work, completed daily.	10%
Class Participation	Daily Grades will be tied to (but not limited to) attendance, participation in class discussion and group work, presentations, etc. Each student begins each class with 100 points. If the student is unprepared for class or is disruptive, I will deduct points. The severity of the deduction correlates to the severity of the disruption—at MY discretion. Being unprepared or being disruptive can be defined as but is not limited to: any student who has not read or completed required assignments, does not bring material to class,	Assessed daily.	15%

	<p>falls asleep, is disrespectful to the instructor or other classmates, is on his/her phone, is late, is constantly speaking over other classmates or interfering with other students' learning experiences, etc.</p> <p>After three missed classes, each additional absence earns a grade of zero for that day's participation grade.</p>		
Blog Posts	<p>You classmates will be building your own blogs via WordPress or Instagram and will be using them as a weekly platform for discussing topics related to food and food politics. Your posts will focus on your experience with assigned texts, your responses to prompts, and your own discoveries, when applicable. Students are responsible for one post per week, unless otherwise indicated. Each post should include a relevant image and AT LEAST 250 words describing and analyzing your topic. You will also follow ALL of your fellow classmates' blogs. Have fun with this! Posts, when assigned, will typically be due Wednesdays by 11:59 pm.</p>	See my website and course calendar for due dates.	20%
Midterm Presentation and Response Essay	Each student will give a 5-minute presentation during	See course calendar for due dates.	15%

	<p>midterm that will respond to a specific prompt regarding food/food politics (prompt TBA). This project will focus on critical thinking and responses to specific texts and/or advertisements related to food or issues (political/health/etc.) growing out of our current relationships with food. The presentation will be in class and must include 1) a visual, 2) analysis/interpretation of the chosen text, and 3) a short (1-2 page) reflection essay summarizing the project and research process.</p>		
Final Multimedia Project	<p>Students will work individually and create a multimedia presentation over a campus-related food topic of their choice. Students may choose to create a podcast, short video, webpage, webcomic, etc. The overall grade will be based on the following criteria: 1) A written proposal outlining the topic and format of the project, 2) the project (posted or linked to your class blog site), and 3) a 1-2 page reflection essay.</p>	See CourseDen and course calendar for due date.	25%
First-Year Seminar Lab	<p>Successfully complete three assignments, as explained and required in "XIDS 2002 Lab" in CourseDen.</p>	See CourseDen for instructions and due dates.	15%

COURSE SCHEDULE



Week	Unit	Topic/Reading Assignment
Week One	Food in Lit and Film	<p>Wednesday, August 14</p> <p>Introduction to course and course theme: WDYKA <i>The Hunger Games</i> and the Politics of Food?</p> <p>Review Syllabus, Expectations, Etc.</p> <p>Discuss blog posts.</p> <p>“Food Matters” brainstorming . . .</p> <p>https://www.youtube.com/watch?v=HakCAdPrIm5</p> <p>Open Drop and Add Period ends at 11:59pm on Tuesday, August 20.</p>
Week Two	Food in Lit and Film	<p>Wednesday, August 21</p> <p>Recap of important details (for newbies).</p> <p>Discussion about food in lit.</p> <p>Read lit selections in class (handouts provided).</p> <p>Free writing and discussion.</p> <p>In-class viewing: “The Dangers of Tribalism”</p>

		Open Drop and Add Period ends at 11:59pm on Tuesday, August 20.
Week Three	Food in Lit and Film	<p>Wednesday, August 28</p> <p>Read from <i>The Hunger Games</i>: chapters 1-9</p> <p>Discussion.</p> <p>In-class Exercise: Summary—Writing to Understand. Moving toward connectivity between points of focus.</p> <p>Discussion, continued.</p> <p>Blog entry due by 11:59 p.m. tonight. Prompt: What is my personal experience with food and diet? What food traditions do I participate in? What do I expect to learn about food in this class? What comes to mind when I think of the politics of food? Why am I interested in the politics of food?</p>
Week Four	Food in Lit and Film	<p>Wednesday, September 4</p> <p>Read from <i>The Hunger Games</i>: chapters 10-18 prior to class.</p> <p>Discuss reading.</p>
Week Five	Intermission: Guest Speaker	<p>Wednesday, September 11</p> <p>Career Services Presentation by Ian Houston: Career Readiness</p> <p>Blog entry due by 11:59 p.m. tonight. Prompt: Post a favorite recipe or one you want to try. Include a nutritional breakdown per serving. Research the history of this particular dish: its origins, its iterations, etc. Speculate about how the dish became popular here or in your family in particular, or why it hasn't (depending on context). Plan a meal around this dish: what would you serve with it? What time of the year would you serve it? Where would the ingredients originate from?</p> <p>Journaling exercise, TBA.</p> <p>Discussion.</p> <p>Plan kitchen day!</p>
Week Six	Intermission: Cooking Day!	Wednesday, September 18

		<p>Meet in the kitchen at the Oaks at 10 a.m.</p> <p><i>Finish The Hunger Games prior to class.</i></p> <p>Discuss THG over brunch . . .</p>
<p>Week Seven</p>	<p>Food in Lit and Film</p>	<p>Wednesday, September 25</p> <p><i>Watch Snowpiercer prior to class.</i></p> <p>Journaling exercise three: Film response. What is the role of food in the film? What political, social, and/or economic distinctions can be made based on food options in the film? Why do these options matter? What are they asking us to think about?</p> <p>Discussion.</p> <p>Journaling exercise: Speculate about parallels between class/food relationships on the train and in our culture. What are the implications?</p> <p>Journal exercise, part two: respond to the film. Which scenes emphasize food? Why is food important in these scenes? What do the food scenes teach us about how our views about self and other are shaped?</p> <p>Discussion.</p> <p>Journal exercise, part three: what can THG and S teach us about food and identity? About the economics and politics of food? About how our relationship to food is constructed and manipulated?</p> <p>Discussion.</p> <p>Discuss midterm project.</p> <p>Watch in class: food/restaurant ads, TBA. Journal and discuss.</p> <p><i>Blog entry due by 11:59 p.m. tonight. Prompt option one: What are the connections between food and identity, both in how our own food choices shape how we see ourselves and in how food shapes how we see others? What social and economic assumptions are we making?</i></p> <p><i>OR option two: does the political component in eating guidelines (see here: https://health.gov/dietaryguidelines/2015/reso</i></p>

		<p>urces/2015-2020 Dietary Guidelines.pdf) make you feel safer or more concerned? Why? What do you think works and/or what changes would help you feel more secure about published food guidelines?</p>
Week Eight	Intermission: Kitchen Day!	<p>Wednesday, October 2</p> <p>Meet in the kitchen at the Oaks at 10 a.m.</p> <p>Submit a proposal for your mid-term project to CourseDen by 11:59 p.m. tomorrow night.</p> <p>Blog entry due by 11:59 p.m. tonight. Prompt: Choose one of the essays linked in the first column of the XIDS 2002 page of my website. Identify the article and author. Articulate the article's main argument. Take a position regarding the argument and defend your position.</p>
Week Nine	Food Ads/Food Debates Guest Speaker	<p>Wednesday, October 9</p> <p>McKenzie Gay: Scare Tactic Marketing in Agriculture</p> <p>Last Day to Withdraw with a Grade of W.</p> <p>Read Healthy Eating Plate (linked on my website) prior to class.</p> <p>Discuss: where does our information about food come from? Who can we trust? What happens when we no longer know the source or content of our food?</p> <p>Journal exercise five: Speculate about how a college student might participate meaningfully in changing food culture and/or engaging with/participating in activism related to food culture. Would you want to do that? Why or why not?</p> <p>Blog entry due by 11:59 p.m. tonight. Prompt: Research a socially- or politically-charged food-related topic of your choice. Identify an existing or emerging argument regarding food/food politics and take a position in that conversation. What are the arguments being made, and do you agree, disagree, or a bit of both? Why?</p>
Week Ten	Food Ads/Food Debates	<p>Wednesday, October 16</p> <p>Midterm Presentations</p>

		<p>Post reflection essay for mid-term project in CourseDen by 11:59 p.m. tomorrow (Thursday) night.</p>
Week Eleven	Food Matters: Debates in the Media	<p>Wednesday, October 23</p> <p>Watch <i>What the Health</i> prior to class today.</p> <p>Journal entry. Discussion.</p> <p>Read article in class (handout provided). Journal entry. Discussion.</p>
Week Twelve	Food Matters: Debates in the Media Guest Speaker	<p>Wednesday, October 30</p> <p>Jackie Fillingim: The Ethics of Eating</p>
Week Thirteen	Food Matters: Debates in the Media	<p>Wednesday, November 6</p> <p>Read selections from Jonathan Safran Foer's <i>Eating Animals</i> linked on my website.</p> <p>Read <i>Fast Food Nation</i> introduction, pgs 1-10 prior to class (linked on my website).</p> <p>Read "Sustainable Consumption: Introductory Essay" (linked on my website) prior to class.</p> <p>Discuss.</p> <p>Multimedia projects discussed and Assigned: Videos, Podcasts, Comic Strips, Food Reviews, Etc.: Identifying emerging patterns / themes/ arguments/ contradictions across the semester; pursuing interests related to food.</p> <p>If time allows: In-class viewing: TED Talk: Michael Pollan: A Plant's Eye View.</p> <p>Watch NPR's "Michael Specter: What Happens when We Ignore Scientific Consensus?" Take notes!</p> <p>Watch TED Talk: Jonathan Dori's "Why We're Storing Billions of Seeds"</p> <p>Watch Dan Barber's "How I Fell in Love with a</p>

		<p>Fish” in Class.</p> <p>Watch Mike Velings “The Case for Fish Farming” in class.</p> <p>Discussion.</p> <p>Blog entry due by 11:59 p.m. Sunday night: Topic of your choice—something food-related that interests you that you might include in your multimedia project. Why are you interested? Where might you look to find more information?</p>
<p>Week Fourteen</p>	<p>Engaging with Food</p>	<p>Wednesday, November 13</p> <p>Bring a laptop today, if possible . .</p> <p>Assignments made and work begins in class: Meal-building exercises: Groups 1-4</p> <p>Group one: build a nutritionally balanced meal (on paper) using only processed products. (Each member will log the meal into your individual journal.) Divvy up the foods on your menu so that each person has a component to research. For your particular food/component: each individual should make a list of ingredients included in the food/component. Choose at least one of those ingredients that is unfamiliar to you and research more about it. Research the pros and cons of processed food products. Record what you discover in your individual journals. Post your work, including the ingredients list, on your individual blogs by 11:59 p.m.</p> <p>Group two: build a nutritionally balanced meal (on paper) using only whole foods. (Each member will log the meal into your individual journal.) Each of you individually research the pros and cons of whole foods. Write about and post your findings, as well as your opinion regarding your findings on your individual blogs by 11:59 p.m.</p> <p>Group three: build a nutritionally balanced meal (on paper) using only ingredients that are available from local (Ga/Al) sources right now (I will make a list available to you at the beginning of class). (Each member will log the meal into your individual journal.) Each of you individually research the pros and cons of local foods. Write about and post your findings, as well as your opinion regarding your findings on your</p>

		<p>individual blogs by 11:59 p.m.</p> <p>Group four: build a nutritionally balanced meal (on paper) using only organic ingredients. (Each member will log the meal into your individual journal.) Divvy up the following research foci: 1) What makes a food organic and when did the organic movement take off? How did it get started?; 2) What are the arguments for organic food sources? Are there real benefits to eating organic foods? Do you trust these arguments/assertions? Why or why not?; 3) What about product labeling? Research an article or TED Talk that's about the use of the term "organic" as a marketing tool. What does your research reveal about consumers? About food companies? How do you feel about your findings?; 4) and 5) Make a list of ingredients included in the foods on your menu (divvy up the menu so that you each have half of the products to research). Choose at least five of those ingredients that are unfamiliar to you and research more about them. Record what you discover. Each member: Post your work/findings, including the ingredients list, where applicable, on your individual blogs by 11:59 p.m.</p> <p>As a class: Plan our meal for next week.</p> <p>Blog entry due by 11:59 p.m. tonight. Prompt: record your findings, per instructions above, on your blog.</p>
Week Fifteen	Intermission: Cooking Day!	<p>Wednesday, November 20 Meet in the kitchen at the Oaks at 10 a.m.!</p> <p>Possible guest speaker (chef) in the works . . .</p> <p>Discuss multimedia presentations . . .</p> <p>Research a food tradition that interests you. Find an article, podcast, or documentary on this topic. Identify the source and author on your blog. Summarize what you learned from the source. Respond with any personal thoughts or reflections regarding your discoveries.</p>
Week Sixteen	No class!	<p>Wednesday, November 27</p> <p>Thanksgiving Break: No class!</p>
Week Seventeen	For Love of Food!	Wednesday, December 4

		Snacks in class: Watch documentary, TBA, that celebrates food. Submit multimedia project component one to CourseDen by 11:59 p.m. tonight.
Finals Week		Multimedia Presentations. Post multimedia components two and three on your website by 11:59 p.m.

****Note:** All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen.

ATTENDANCE POLICY

After three missed classes, each additional absence without a valid reason (hospitalization, death of a close relative, a court summons, a university-sponsored event, or a life-changing opportunity), will earn you a zero for that day, both for your journal entry and for your class participation grade. This can and will (if you miss four or more days) negatively affect your final grade in the class.

EXTRA CREDIT OPPORTUNITY

You can replace ONE zero for a missed class with a score of 100 if you:

1. Research a current Agriculture or food-related bill, answer the following prompt, and post about it in CourseDen. Prompt: What are the underlying assumptions or ideologies behind the legislation? Why are these important to understand? What's your position in regard to the bill?

OR

2. Attend an on- or off-campus food-related event and post a 1-2 paragraph typed response in CourseDen that does the following: a) clearly identifies the event you attended and the date and time of the event AND b) addresses some or all of the following questions: How does the event connect to themes/ideas discussed in class? What was your reaction to the event? What did you learn, or, alternatively, what made this event fun or problematic? Would you recommend it to someone else? Why, or why not?

****To receive credit, you must submit your work to the Extra Credit dropbox in CourseDen prior to the last day of class.**

ACADEMIC SUPPORT

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services.

Center for Academic Success: The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them @ 678-839-6280 or email cas@westga.edu.

University Writing Center: The University Writing Center assists students with all areas of the writing process. For more information, contact them @ 678-839-6513 or email writing@westga.edu.

ONLINE COURSES

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements, visit the UWG Online site. Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide. If a student is experiencing distress and needs help, please see the resources available at the UWG Cares site. Online counseling is also available for online students.

HONOR CODE

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension

or expulsion, depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

UWG EMAIL POLICY

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university-related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

CREDIT HOUR POLICY

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify, via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php>