**University of Brighton**

**MODULE SPECIFICATION TEMPLATE**

### MODULE DETAILS

<table>
<thead>
<tr>
<th>Module title</th>
<th>Screening Culinary Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>HD521</td>
</tr>
<tr>
<td>Credit value</td>
<td>20</td>
</tr>
<tr>
<td>Level</td>
<td>Level 6</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Co-requisite modules</td>
<td>None</td>
</tr>
<tr>
<td>Mode of delivery</td>
<td>Taught</td>
</tr>
<tr>
<td>Pattern of delivery</td>
<td>Weekly</td>
</tr>
<tr>
<td>When module is delivered</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
| Brief description of module content and/ or aims | The module considers the burgeoning of culinary culture on and across all screens and aims to enrich understanding of the present character of contemporary screen culture, consumer culture and politics. Students will be introduced to a number of issues that are concomitant with screening culinary culture, including but not limited to:
  - Production and industry
  - Theoretical and conceptual engagement with culinary culture on screen
  - Food and the formation of social identities
  - Governmentality, food and the self
  - Aesthetics of food on screen
  - Haptic visuality and embodiment
  - Culinary culture and multi-media
  - Social, historical, political and cultural significance of culinary culture |

Dr Louise FitzGerald

**School**  
Media

**Site/ campus where delivered**  
City Campus (Edward Street)

**Course(s) for which module is appropriate and status on that course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Status (mandatory/ compulsory/ optional*)</th>
</tr>
</thead>
</table>
| *Mandatory*: a module that must be taken and passed;  
*Compulsory*: a module that must be taken but may be compensated for if failed |
**Module descriptor template: updated Aug 2014**

**Optional**: those that may be taken to broaden the programme of study, and which may be compensated for or replaced by an alternative optional module in the event of academic failure and as agreed by the Course Examination Board.

<table>
<thead>
<tr>
<th>Optional Modules</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (Hons) Film and Screen Studies</td>
<td>Optional</td>
</tr>
<tr>
<td>all courses in School of Media</td>
<td>Optional</td>
</tr>
<tr>
<td>BA (Hons) English Literature</td>
<td>Optional</td>
</tr>
<tr>
<td>BA (Hons) Media and English Literature</td>
<td>Optional</td>
</tr>
<tr>
<td>BA (Hons) English Language and Media</td>
<td>Optional</td>
</tr>
<tr>
<td>BA (Hons) English Language and Creative Writing</td>
<td>Optional</td>
</tr>
<tr>
<td>BA (Hons) English Literature and Creative Writing</td>
<td>Optional</td>
</tr>
</tbody>
</table>

**MODULE AIMS, ASSESSMENT AND SUPPORT**

**Aims**

This module aims to:

- position culinary culture in the context of national, political, historical, social contexts and textual platforms.
- examine the ways that the cookery text contributes to the formation of social identities and reflects prevailing attitudes governing food and the self.
- analyse the potential for cookery texts to enrich understanding and knowledge of the character of consumer culture and politics.

**Learning outcomes**

On successful completion of the module, the student will be able to:

- **LO1**: demonstrate familiarity of and critical engagement with key concepts and theories associated with the production and consumption of culinary culture.
- **LO2**: produce an independent, analytic research project that shows appropriate skills of interpretation and expression.
- **LO3**: develop critical skills in evaluating the strengths and weaknesses of current and historical research in relation to culinary culture, its place within screen culture and situate these debates within the conceptual parameters of the module.
- **LO4**: produce an academic research poster that demonstrates the successful interaction of texts and visuals.

**Content**

The module responds to the emerging academic interest in the politics of culinary culture and consumer fetishism to explore the relation of food to changing cultural, political and social values.

As such, the three-hour weekly seminars will be structured to critically engage with scholarship in discussion-based seminars.

Students will be given the opportunity to apply theory/critical scholarship to examples of screened culinary culture in class tasks.

Individual tutorials to support the student’s chosen topic for their academic research poster and independent research project.

**Learning support**

Indicative Reading:
Latest editions of the following texts:


Key Websites:

www.food-culture.org

https://aof.revues.org/

www.bbc.co.uk/food

https://foodgeographies.wordpress.com/welcome/

www.food-culture.org/food-studies-links

www.gastronomica.org/

http://www.tandfonline.com/toc/rffc20/current
Key Journals:

- Critical Studies in Television
- Historical Journal of Film, Radio and Television
- Journal of British Cinema and Television
- Journal of Popular Film and Television
- Media, Culture and Society
- Screen
- Television and New Media

University Disability Service
The University’s Disability Service is responsible for supporting students with disabilities and dyslexia to gain individual support, and for liaising with other university departments in relation to access to buildings, teaching and assessments on the students’ behalf.

### Teaching and learning activities

**Details of teaching and learning activities**

Seminars will be organised to address the theoretical and critical required preparatory readings in the lecture element of the seminar. Students will be set class tasks (individual and group work) throughout the seminars and will be encouraged to lead class discussions. Examples of screen texts will be shown in class for the application of theoretical and conceptual scholarship.

Individual tutorials will be organised to discuss independent research.

**Indicative Contact Time:**
1 x 1 hour lecture, 1 x 2 hour seminar per week.

**Non-contact Time:**
Private study; reading; independent study; email tutorials; Studentcentral discussion forum.

### Allocation of study hours (indicative)

Where 10 credits = 100 learning hours

<table>
<thead>
<tr>
<th>Study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHEDULED</td>
</tr>
<tr>
<td>GUIDED INDEPENDENT STUDY</td>
</tr>
<tr>
<td>PLACEMENT</td>
</tr>
</tbody>
</table>
### Assessment tasks

**Details of assessment for this module**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>LO(s)</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>Academic Research Poster</td>
<td>LO4</td>
<td>(40%)</td>
</tr>
<tr>
<td>Task 2</td>
<td>Independent Research Project</td>
<td>LO1, LO2, LO3</td>
<td>(60%)</td>
</tr>
<tr>
<td>Referral Task(s):</td>
<td>Normally reworking of original task(s) or equivalent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Types of assessment task

<table>
<thead>
<tr>
<th>Types of Assessment Task</th>
<th>Description</th>
<th>% Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITTEN</td>
<td>Written exam</td>
<td></td>
</tr>
<tr>
<td>COURSEWORK</td>
<td>Written assignment/ essay, report, dissertation, portfolio, project output, set exercise</td>
<td>100</td>
</tr>
<tr>
<td>PRACTICAL</td>
<td>Oral assessment and presentation, practical skills assessment, set exercise</td>
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</table>

### EXAMINATION INFORMATION

- **Area examination board**: Sound, Image and Screen

### External examiners

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and institution</th>
<th>Date appointed</th>
<th>Date tenure ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr James Leggott</td>
<td>Senior Lecturer, Northumbria University</td>
<td>1/10/17</td>
<td>30/9/2021</td>
</tr>
</tbody>
</table>

### QUALITY ASSURANCE

- **Date of first approval**: 19 December 2016
- **Version number**: 1
- **Modules replaced**: Specify codes of modules for which this is a replacement
- **Available as free-standing module?**: Yes

Module descriptor template: updated Aug 2014