


Food in Society

Sarah Bass

Graduation Review 4.10.15
Commencement Ceremony 4.18.15


Student Signature

3.16.15
Date


Advisor Signature

3.17.15
Date

The way I see things, people and food go hand in hand. Food production, reading, viewing, and tasting have been integrated into my life since a very young age, and over time the importance of the stories behind the food has become apparent as well. Striving to create a viable life path in the world of food outside of a restaurant atmosphere has challenged and changed my course of education. Over the past four years I have integrated studies in food, social sciences, art, business and marketing, sociology, and Italian language in order to best round myself out, represent myself and my interests, and prepare to be an effective member of the workforce.

I spent my high school years learning to navigate bureaucratic systems, so entering a place of higher education where the hoops to jump through were eliminated was extraordinary. With the muddling middle steps removed it has been far easier for me to reach for higher-reward outcomes and concentrate on the work that is truly important and beneficial at the opportune time. The Johnston Center has provided an opportunity that few other universities can: the chance to build, plan, grow, and learn what I wanted, to make my education what I ask of it. I have been able to complete work of my choosing in areas of interest to me and to be surrounded by engaged, thoughtful, and insightful peers who are equally dedicated to their work, their passions, and to our community as I am.

Year round, regardless of the overarching direction of my classes or work, I have included food in my studies and practice. I have cooked and developed recipes as course projects, tested formulas of trail mix and presented them as products for a company, sold knives, prepared coffee, and worked in a restaurant. I have continued my study of the Italian language in order to expand my understanding of the foods themselves and of traditional

preparations, as well as to extend the limits of where and how I can live and work. Within the Johnston community I have prepared meals and helped organize events for groups of fifty-plus people with a limited budget, resources, equipment, help, and many dietary restrictions to cater to every year I have lived there. On nights and weekends I cook meals for friends almost daily, ranging from one extra portion to fifteen.

I feel that I have woven together a solid course of classes, environments, challenges, and risks in my path of creating a good education for myself. Failure is an essential ingredient in growth, and I learned to fight for what I wanted early on. Many of the classes I have completed at this university did not offer the level of rigor or class participation I yearned for, so I worked with my professors, and in a few cases, with other students, to find ways to further engage and enrich the course and keep from senseless frustration. When stuck in inopportune situations I do my best to take advantage of whatever good is available. In a film studies course the professor offered an additional weekly discussion session for a few more engaged students, in business classes I have taken on individual projects to tailor the subject more closely to my interests, and in more classes than I intended or perhaps would have liked, I took on a leadership role amongst the students in order to create a more learning-forward environment. I have learned to step up when necessary, to take the lead and guide when necessary.

Living and learning together in a community means investigating and understanding your environment to the best of your ability, hopefully with the outcome of an overall enrichment of experience. When living in the Johnston Center I immersed myself in the daily activities around me and began working in the small student run coffee shop. I have continued my

employment there and now manage it, taking care of finances and in charge of five employees. This position allows for both my exposure to the community and a way to interact with students and professors outside of a classroom, and also provides a structured, daily way for me to give what I have toward the betterment of the community. I see this as an absolute imperative when operating in an intentional, community space.

When living outside of the university environment, studying and working in Italy my junior year, I spent months traveling and learning. I worked in a high-end restaurant kitchen, interacting with people from all around, and generally building myself a life away from what had been home. I found the courses I was enrolled in to be uninspiring, and instead put my energies into exploring Sicily; its history, meeting the people and learning how they lived, and seeing the traditional practice some of the region's crafts. In Florence I cooked three days a week and helped in the office of a restaurant group for two—learning how they managed the assorted pieces and where partners, clients, and employees fit into the structure of the business, gaining hands-on experience in the professional food world. The timing of my internship was excellent in that the business was in the process of expanding to another, very different location that will alter the atmosphere of the neighborhood drastically, and I was privy to some of the goings on. In both the office and the kitchen I spoke solely Italian, a previously daunting challenge proven to be fully manageable.

In courses where I contracted to change my interaction with the materials I have worked with professors to accommodate my needs as well as to integrate my work into the larger classroom. This has been important as a tool to continually hone—communication of shared goals and needs. This concept has taught me to invest in understanding the larger impact of

the topic, how it spreads beyond the texts assigned, what it means outside of an academic space.

My final year at the university I have devoted a large portion of my time to a project combining recipe development, food blogging and photography, multimedia art, small-scale catering and event planning, personal branding, and collaboration on larger projects of these natures. I feel that as my education has progressed so has my understanding of myself in the world and how my particular skills set might benefit others and myself. A number of bright, invested professors have been willing to put in the time to help me and my peers work toward this. I have learned to weave my courses together, to design projects that integrate a piece of each, reliant on every part to support and shape the whole. Most of the work I do is fairly creative in nature, though backed by this practical knowledge of integration and its application. Cooking is an expressive process, highly tactile and visceral, and cannot be good without passion. I hope to instill my passion in all of my work.

I plan to leave Redlands post-graduation and begin my life as immediately as possible, and so naturally employment is on my mind. I have been refining my kitchen and people skills over the last few years, and over this last semester especially I have begun to put into place the framework I see as necessary to begin a career. I am interested in challenging work that drives for ingenuity and creativity, that is dynamic and thought-provoking, for I feel I can and do strive in such positions.

Courses by Semester

High School Transferred Courses

Spring 2010

AP Environmental Science (4)

AP Language and Composition (4)

AP Calculus AB (4)

AP Psychology (4)

Fall 2010

Italian 120 (Yale University) 4 units

Spring 2011

AP Literature and Composition 4 units

Italian 220 (Yale University) 4 units

Sociology and Religion (Southern Connecticut State University) 4 units

Total Credits Transferred: 32 units

Fall 2011: 16 units

Next Stop: The Twilight Zone (FS 100-39) 4 units

Digital Cinema (JNST 000Q-01) 4 units

Intro to Race and Ethnic Studies (REST 120-02) 4 units

Intro to Sociology (SOAN 100-01) 4 units

Buffalo Food Collective (JNST) 0 units

Spring 2012: 16 units

Intro to Printmaking (ART 155-01) 4 units

Being of the World (JNST 000I-01) 4 units

IS: Foucault (JNST 074-04) 4 units

Hard Science, Soft Culture (JNST 000P-01) 4 units

May 2012: 4 units

Neuroscience of Meditation (BIOL 160-01) 3 units

Community Study (JNST 000G-01) 1 units

Fall 2012: 17 units

Human Difference as Generative Possibility (JNST 000J-01) 4 units

Food and Nature (EVST 242-01) 4 units

Brand Management (BUS 369-02) 4 units

Movement Lab (JNST 000I-01) 4 units

Buffalo Food Collective (JNST) 1 unit

Spring 2013: 16 units

Consumers and Consumption (SOAN 336) 4 units

What's in a Name? (ENG 242) 4 units

The Hitchcock Film (VMS 211) 4 units

Consumer Behavior (BUS 342) 4 units

May 2013: 3 units

Make it Work (JNST 000C) 3 units

Fall 2013: 16 units

Archeology of Ancient Sicily (SPRO 300) 4 units

European Union Politics (SPRO 301) 3 units

Introductory Italian II (SPRO 302) 3 units

Sicilian Mosaic (SPRO 303) 3 units

The Mediterranean Diet (SPRO 304) 3 units

Spring 2014:

Italian Level 4 (Linguaviva) 0 units

Fall 2014: 19 units

Beginning Photography (ART 235) 2 units

Senior Workshop (JNST 0000A) 1 unit

Discussion: Critique and Action (JNST 000L) 2 units

The Fine of Craft (JNST 0000N) 6 units

Interrogating Masculinity (SOAN 345) 4 units

Culture and Food (SOAN 365) 4 units

Spring 2015: 14 units

Ceramics (ART 140) 4 units

Integrated Semester (JNST 000C) 10 units

Courses by Discipline:

Johnston/Independent Studies: 45 units

Buffalo Food Collective (JNST) 1 units

Community Study (JNST 000G-01) 1 units

Human Difference as Generative Possibility (JNST 000J-01) 4 units

Buffalo Food Collective (JNST) 1 unit

IS: Foucault (JNST 074-04) 4 units

Next Stop: The Twilight Zone (FS 100-39) 4 units

Being of the World (JNST 000I-01) 4 units

Movement Lab (JNST 000I-01) 4 units

Senior Workshop (JNST 0000A) 1 unit

Discussion: Critique and Action (JNST 000L) 2 units

The Fine of Craft (JNST 0000N) 6 units

Integrated Semester (JNST 000C) 10 units

Make it Work (JNST 000C) 3 units

People Studies: 38 units

Sociology and Religion (Southern Connecticut State University) 4 units

Intro to Sociology (SOAN 100-01) 4 units

AP Psychology 4 units
Intro to Race and Ethnic Studies (REST 120-02) 4 units
Consumers and Consumption (SOAN 336) 4 units
Sicilian Mosaic (SPRO 303) 3 units
Archeology of Ancient Sicily (SPRO 300) 4 units
European Union Politics (SPRO 301) 3 units
Interrogating Masculinity (SOAN 345) 4 units
Culture and Food (SOAN 365) 4 units

Language: 23 units

AP Language and Composition 4 units
Italian 120 (Yale University) 4 units
AP Literature and Composition 4 units
Italian 220 (Yale University) 4 units
What's in a Name? (ENG 242) 4 units
Introductory Italian II (SPRO 302) 3 units
Italian Level 4 (Linguaviva) 0 units

Sciences: 14 units

AP Environmental Science (4)
Neuroscience of Meditation (BIOL 160-01) 3 units
Food and Nature (EVST 242-01) 4 units
The Mediterranean Diet (SPRO 304) 3 units

Arts: 10 units

Intro to Printmaking (ART 155-01) 4 units
Beginning Photography (ART 235) 2 units
Ceramics (ART 140) 4 units

Business: 8 units

Brand Management (BUS 369) 4 units
Consumer Behavior (BUS 342-01) 4 units
Internship with Italian Restaurant group (Florence)

Media Studies: 8 units

Digital Cinema (JNST 000Q-01) 4 units
The Hitchcock Film (VMS 211) 4 units

Math: 4 units

AP Calculus AB 4 units