COURSE DESCRIPTION

The history of food offers an excellent subject for revealing the global interconnectedness of environmental history. After a short introduction to the field of food history, the course will focus on a series of regional case studies ranging from pre-history to the present. In each location the course will consider how and why distinctive food cultures developed and what impact these food cultures have had on local and global environments. What are the causes of food abundance and what are its consequences? How does food scarcity come about, and what impact does it have? What is the connection between national food cultures and perceptions of the material environment? By putting together these regional case studies broader patterns will emerge that will allow connections to be made with broader themes in world history such as imperialism, industrialization, and the development of environmentalism.

The course will be divided into three sections, which will follow our voyage from Europe, the Middle East, and Africa to the Americas. The first section will examine food histories of the “Old World,” at the same time as introducing students to the new approaches to the academic study of food. The second section will center on the theme of “Transatlantic Exchanges” and examine how a focus on food can offer new perspectives on the history of slavery and empire. The third section will consider food histories of the “New World,” with a particular emphasis on thinking about global connections in relation to politics, culture, and the material environment. Taken together, the course will offer a dynamic introduction to the field of food history and demonstrate how it is a useful perspective for thinking about the history of the global environment.

LEARNING OBJECTIVES

By the end of this course students will be able to think historically about the theme of food and connect their own national, regional and personal “foodways” to wider trends in global environmental history. They will learn to think about food as a “primary source” that can reveal much about a particular culture at a particular time. By thinking about food in this way, students will be encouraged to see the potential for thinking historically and environmentally about other aspects of daily life.
REQUIRED TEXTBOOKS

AUTHOR: Rachel Laudan
TITLE: Cuisine and Empire: Cooking in World History
PUBLISHER: University of California Press
ISBN #: 0520286316
DATE/EDITION: 2013

AUTHOR: Warren Belasco, Food: The Key Concepts (Bloomsbury, 2008)
TITLE: Food: The Key Concepts
PUBLISHER: Bloomsbury
ISBN #: 1845206738
DATE/EDITION: 2008

AUTHOR: Geoff Andrews,
TITLE: The Slow Food Story: Politics and Pleasure
PUBLISHER: McGill-Queens University Press
ISBN #: 0773534784
DATE/EDITION: 2008

AUTHOR: Sidney W. Mintz
TITLE: Sweetness and Power: The Place of Sugar in Modern History
PUBLISHER: Penguin
ISBN #: 0140092331
DATE/EDITION: Reprint edition 1986

TOPICAL OUTLINE OF COURSE

Depart Hamburg—September 10.

**A1—September 12:** Introduction to Food History.

**A2—September 14:** Themes in the Food History.

Reading
Laudan, Introduction.
Belasco, 1. Introduction.

No Classes—September 16

Section One: “Old World”/New Approaches

**A3—September 17:** History of Food in Greece.

Reading
Laudan, 1. Mastering Grain Cookery, 20,000-300 BCE.
Belasco 2. “Identity: Are We What We Eat?”

Piraeus—September 19-23.

**A4—September 24:** History of Food in Italy.

Reading

Civitavecchia - September 26-28 **Field Class September 26, 2016**
Livorno – September 29-30

**A5—October 1:** History of Food in Spain.

Reading
Laudan, 2. The Barley-Wheat Sacrificial Cuisines of the Ancient Empires.
Belasco, 3. The Drama of Food: Divided Identities.

Barcelona—October 3-7.

**A6—October 8:** History of Food in Morocco. **FIELD CLASS ASSIGNMENT DUE.**

Reading
Laudan, 4. Islam Transforms the Cuisines of Central and West Asia.

Casablanca—October 10-14.

**A7—October 15:** Discussion: Food and Culture in Casablanca. **INDEPENDENT FIELD ASSIGNMENT DUE.**

Reading
No reading

**A8—October 17:** Famine, Inequality, and Social Justice.

Reading
Belasco 5. Responsibility: Who Pays for Dinner?


**A9—October 19:** History of Food in Senegal.

**Reading**

Belasco 6. The Future of Food


*Dakar—October 21-24.*

**A10—October 25: MID TERM EXAM I.**

**Section Two: Transatlantic Exchanges: Food, Slavery, and Empire**

**A11—October 27:** Food and the Middle Passage.

**Reading**

Mintz, 1. Introduction.


No Classes—October 27.

**A12—October 30:** History of Food in Brazil.

**Reading**

Mintz, 1. Food, Sociality, and Sugar.
Mintz 2. Production.

*Salvador—November 1-6.*

**A13—November 7:** Discussion: Food and African Culture in Salvador. **INDEPENDENT FIELD ASSIGNMENT DUE.**

**Reading**
Mintz, 3. Consumption.

**A14—November 9:** Food and Empire.

**Reading**

Mintz, 4. Power.
Mintz, 5. Eating and Being.

**A15—November 11:** History of Food in Trinidad and Tobago.

**Reading**

Laudan, 5. Christianity Transforms the Cuisines of Europe and the Americas, 100-1650.


**Port of Spain—Nov. 13-14**

**A16—November 15:** The Columbian Exchange.

**Reading**


**A17—November 17:** MID TERM EXAM II

No Classes—November 18

**Section Three: Making Global Connections: Food Histories of the “New World”**

**A18—November 20:** History of Food in Peru.

**Reading**

Laudan, 7. The Expansion of Middling Cuisine, 1810-1920.

Callao—November 22-26

A19—November 27: Discussion: Food and Culture in Lima. INDEPENDENT FIELD ASSIGNMENT DUE.

Reading

No Reading.

A20—November 29: History of Food in in Ecuador.

Reading


Guayaquil—December 1-4

A21—December 5: The Global Food Supply.

Reading


A22—December 7: History of Food in Costa Rica.

Reading


FIELD WORK

FIELD CLASS AND ASSIGNMENT (20%)

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and will be developed and led by the instructor.

Field Class September 26, 2016 in Civitavecchia
This course will spend a lot of time thinking about how studying the history of food can help us to engage with some of the most pressing food-related questions in the contemporary world. One important force in modern food politics is the Slow Food Movement, which has its origins in Italy and “Old World” food traditions. This field class will allow students to engage directly with the theory and practice of Slow Food in its continent of origin. While the Slow Food movement has much to commend it, a historical perspective raises important questions about the cultural values implied by a return to traditional agricultural and culinary traditions. Is it possible to take what is good about the modern food system (convenience, “liberation” from the kitchen, etc.) and combine it with the manifesto espoused by the Slow Food movement?

Assignment. Before arrival at Rome/Barcelona, students should read Geoff Andrews’ *The Slow Food Story* (2008). During the field class, students should be thinking about and taking notes in preparation for the following three-part graded assignment.
1) Write an extended book review of *The Slow Food Story* based on your experiences in Rome/Barcelona. Does being in the country/continent where the Slow Food Movement originated help you to understand how and why this campaign for a return to traditional food production and consumption originated. What are some of the strengths of the Slow Food Movement? What are some of its weaknesses? (10%, 5 pages)

2) We will spend a lot of time during this course thinking about how food and “foodways” can be used as historical sources to provide insights into the historical experiences of the countries we visit. Based on your experiences in Rome/Barcelona, write a short essay about how you think food and food cultures can be used to provide a deeper understanding of the history of Italy/Spain. (5%, 2.5 pages)

3) Pick a food you tasted, a market you visited, a restaurant where you ate, or another food experience that stood out to you during your visit to Rome/Barcelona. Write a paragraph describing this experience. Then write two or three additional paragraphs explaining how this experience connects to the history of Italy/Spain, and deepens an appreciation for the Italian/Spanish past. There is no limit on the time period that you write about, and you can cover anything from the Roman Empire to the recent past. This will be a model for future independent field assignments. (5%, 2.5 pages)

**INDEPENDENT FIELD ASSIGNMENTS (25%)**

There will be four ports with independent field assignments, on the theme of “food as a historical source”: Casablanca, Salvador, Lima, and Puntarenas. Each assignment is worth 5% of the total class grade (plus in-class presentations of these assignments worth an additional 5%). These assignments should include at least 2.5 pages of text (12 pt., double spaced) and can be accompanied with photographs, video, sound recordings, and other records of your visit. Independent field assignments in the respective ports should respond to the following questions:

In each of these locations, students should follow the model from the Field Class in Rome to think about how food and foodways can function as historical sources. You should pick a food you tasted, a market you visited, a restaurant you ate at, or another food experience that stood out to you during your visit. Write a paragraph describing this experience. Then write two or three additional paragraphs explaining how this experience connects to the history of this country, and deepens an appreciation for the past. There is no limit on the time period that you write about, and you can cover anything from the ancient history to the recent past.

Students will also be expected to present their independent field assignments at least two times in class. These presentations will take place in the class immediately following the port visit. During the port visits, students should take photos, videos, sound recordings, etc. to illustrate their presentations (these can also be included in the written assignments where appropriate). 5% of the total class grade will be assigned to these presentations.

**OTHER ASSIGNMENTS (55%)**

*Reading Questions With Rationale* (15%)
Fifteen times during the semester (more or less in every class with reading) students will hand in a question raised by one of the two readings. The question should be expansive, and will be used to stimulate in-class discussion. The question should be followed by two or three sentences explaining what it was about the reading that provoked this particular question. The questions must be handed in during class, so will also be used for attendance.

Midterm I (10%)

Students will write an essay in answer to one question from a choice of three under exam conditions in class. Students will have the entire class time (80 minutes) to write their essay. These questions will relate to material from Section One (“Old World”/New Approaches) of the course. More information regarding the first midterm will be given out in class.

Midterm II (10%)

Students will write an essay in answer to one question from a choice of three under exam conditions in class. Students will have the entire class time (80 minutes) to write their essay. These questions will relate to material from Section Two (Transatlantic Exchanges: Food, Slavery, and Empire) of the course. More information regarding the second midterm will be given out in class.

Final Exam (20%)

Students will write an essay in answer to one question from a choice of three under exam conditions. These questions will relate to material from Section Three (Making Connections: Food Histories of the “New World”) of the class, although all they will also have a cumulative element, which will require the use of material from sections One and Two of the class. More information regarding the final exam will be given out in class.

GRADING SCALE

Field Class and Assignment: 20%
Independent Field Assignments 25%
Reading Questions with Rationale: 15%
Mid-Term Exam I: 10%
Mid-Term Exam II: 10%
Final Exam: 20%

Grading will be on a 100% scale, with pluses and minuses awarded as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>97-100%: A+</td>
</tr>
<tr>
<td>Good</td>
<td>87-90%: B+</td>
</tr>
<tr>
<td>Satisfactory/Poor</td>
<td>77-80%: C+</td>
</tr>
<tr>
<td>Failing</td>
<td>Less than 60%:</td>
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<tr>
<td></td>
<td>93-97%: A</td>
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<tr>
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<td>83-87%: B</td>
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<td>70-77%: C</td>
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<td>60-70%: D</td>
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All deadlines are non-negotiable. If you miss a deadline your field assignment or exam will not be graded.

ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all classes is mandatory. Students must inform the instructor prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Although “class participation” is not a formal part of the grading, students are encouraged to participate fully in discussions and ask questions.

UNION SEMINARS

At the beginning of the semester, students will be informed of the Union Seminars that relate to food history. Although there will be no specific assignments associated with the Union Seminars, students are strongly encouraged to attend relevant talks. Material from the Union Seminars will be discussed in class and can be incorporated into field assignments and exams. These lectures are an excellent way to incorporate interdisciplinary perspectives into the study of food history.

LEARNING ACCOMMODATIONS

Academic accommodations will be provided for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A memo from the student’s home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than July 19, 2016 to academic@isevoyages.org.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code. I will request students to write out and sign the following honor pledge on the midterm exams and the final paper: “I pledge on my honor that I have not received or given any unauthorized assistance in this exam [assignment].” Please see me early in the semester if you have questions or concerns regarding the student conduct code.

RESERVE BOOKS AND FILMS FOR THE LIBRARY
AUTHOR: Jeffry M. Pilcher (ed.)
TITLE: The Oxford Handbook of Food History (Oxford, 2012)
PUBLISHER: Oxford University Press
ISBN #: 019972993X
DATE/EDITION: 1st edition 2012

AUTHOR: Anne Murcott, Warren Belasco, and Peter Jackson (eds.)
TITLE: The Handbook of Food Research
PUBLISHER: Bloomsbury Academic
ISBN #: 1847888089
DATE/EDITION: 2012

AUTHOR: Peter Scholliers and Kyri W. Claflin
TITLE: Writing Food History: A Global Perspective
PUBLISHER: Bloomsbury Academic
ISBN #: 1847888089
DATE/EDITION: 2012

AUTHOR: Ken Albala (ed.)
TITLE: The Food History Reader: Primary Sources
PUBLISHER: Bloomsbury Academic
ISBN #: 0857854135
DATE/EDITION: 2014

ELECTRONIC COURSE MATERIALS


