**HIST 142: Food History**

**Spring 2019**

**Online**

**Instructor:** Adam Witten, PhD

**Email**: awitten@hawaii.edu

**Skype ID:** apjwitten

**Online Office Hours:** Sunday-Thursday 6:00 am – 8:00 am, and by appointment

**Course Description**

This class regards food and the relationships it fosters. Specifically, it concerns three sets of relationships enabled by and centering on food: those between people, between people and their environments and between people and their conceptions or experiences of time. To study these relationships we examine what certain peoples do or do not class as food in addition to how those foodstuffs are accessed, produced, modified and/or consumed. Through these topics we trace how food has elicited and in turn been impacted by major social, economic and environmental changes.

The class provides a survey of human experience, temporally and geographically. We reach as far back as early human diet while pulling through some of the latest trends in gastronomy. At the same time, we utilize case studies ranging from First Peoples to contemporary grocery store environments. Consequently, the course does not offer one continuous, linear narrative from the Paleolithic through the industrial age, in which we live. Rather, the course is structured around definitive moments in regional and global food histories to which we will return repeatedly in multiple thematic contexts. Through this approach we will come to grasp how the things we eat, experience and assign meaning are the products of long-term historical processes, processes in which we participate daily.

**Course Objectives/ Competencies**

Upon successful completion of HIST 142, the student should be able to:

1. Describe the main events, topics and themes related to the development of human systems of food production and consumption.

2. Define what is historically factual and distinguish inference from opinion.

3. Recognize the range of interpretation in the discipline and comprehend the varying arguments, voices, inferences, etc. within primary and secondary historical texts.

4. Recognize the “clues” in primary texts and materials for a more informed analysis: authorship; the purpose of authorship; intended audiences; the rhetorical devices employed; the “story line;” possible interpretations of a piece unintended by the author; connections with other texts; credibility, consistency and/or accuracy and to realize that varied interpretations of such texts is probable.

5. Recognize the ethical commitment of the historian to alter an historical a priori or hypothesis in light of research and evidence.

6. Recognize value of history for a greater understanding of the present and its importance for making choices for the future.

7. State and defend positions utilizing the protocols of intellectual discussion and debate.

8. Demonstrate an ability to write coherently and analytically; to think and write like historians.

9. Compare and analyze the historical development of food production and consumption in different societies.

**Required Texts**

There is one required text for you to purchase:

-- B. W. Higman, *How Food Made History,* (Malden, MA: Wiley-Blackwell, 2012).

The book is available in traditional, Kindle and Yuzu formats. Use whichever format you prefer. The reading schedule makes use of chapter rather than page numbers to accommodate all formats.

In addition to this text, there are supplemental readings. They are provided free of charge and await you under Files on our CANVAS portal.

**Course Delivery and Instruction:**

As this is an entirely asynchronous course, we will connect from our own self-chosen places of study, with no scheduled in-person meetings. However, this is NOT a self-paced course. There are weekly deadlines.

1) This is a discussion course. You earn credit through your engagement in dialogue and debate, for which the weekly reading is meant to prepare you.

2) Our discussions are held on CANVAS. Each week, I will post a variety of questions; our goal is to answer them all, as well as make linkages that extend beyond the reading/discussion questions themselves.

3) There are two kinds of posts for our discussions: (a) replies to discussion questions and (b) peer responses

1. a discussion question response includes your answers to **1 (one)** of the discussion questions. Always label your posts with the prompt number to which you are responding.
2. a peer response is a comment or contribution to something a classmate or I have written. Comments like “Good job,” or “Your explanation was really clear,” are not sufficient. A quality peer response will respond to the ideas, opinions or presentation of your classmate(s). It might add more information. It might agree, providing an explanation as to why. It might disagree, also with an explanation. In any case, it will reflect that you have both understood the presentation and opinion of your classmate and are addressing it, specifically.

***To earn a full score in this grade category, students should post 1 discussion response and 1 peer response per chapter.*** Please keep in mind, posting multiple discussion or peer responses will not be counted towards missed participation or for extra credit. Students are limited to one of each post type per chapter.

4) If you utilize the discussion questions to guide and organize your reading you will find that you are prepared to compose your posts without spending any additional time reviewing or revisiting the reading materials.

5) Posts are graded for the quality of their thought, their accuracy and their content. If you are responding to the topic, you are using information from the readings and are posting thoughtful or thought-provoking commentary, you will receive full points.

On the other hand, if you are just repeating information that others have posted, if you are not contributing new information or points of view and/or if you are merely grabbing information off the internet in place of using our readings, you will not receive points. I know the difference between information grafted from just some website and the content of the readings I have assigned. Save us both the hassle (and the embarrassment) of having to chat about poor quality posts.

Please take the time to write as clearly and accurately as you can. *Spell names and places correctly. Check your dates and facts.*

6) Each discussion contains multiple questions. Our goal is to answer all of them. For this reason, there is a limit on how many times a question can be answered. **The first three students to respond to a given question can receive points for that question.** Those responding after the third student ***do not*** ***receive any credit***.

If you are answering a question that has already been addressed, provide alternative information or interpretation. If you have nothing to add to something someone else has written, write on a different question. ***Merely repeating what has already been said will not earn any points.***

I will update the discussion questions periodically to reflect which questions have already been answered fully. A question that is no longer eligible will receive a strike-through and look like this:

This is what a question that can no longer be answered looks like.

Nonetheless, is it your responsibility to check if the question you wish to answer remains eligible. Failure to do this can result in zeros on your discussion work. To check how many times a question has been answered, use control+F and search for the prompt by number.

7) While writing your posts into our CANVAS discussions, I recommend that you make use of the save feature. Having a spotty connection or a misclick can delete your work. Saving ensures that your work isn’t lost, at least entirely.

Alternatively, for those working on devices with word processors, you can write your responses into Notepad, Word, Pages or Google.docs and then copy and paste. I do this for my own contributions, since over the years the internet has eaten more than its fair share of my writing.

8) At the end of every discussion I will provide a commentary post. These posts will facilitate your success on your paper and exam. Although I aim to post the same day your contributions are due, all commentary posts will be uploaded within 48 hours of a discussion’s due date. **Please take the time to read these commentary posts**.

After reading my commentary, if you wish to make any comments, challenge my interpretation, or continue the discussion, please do! I’ll count any responses to my work as a peer response. This is a good way to get your required peer responses in even after the initial discussion deadline. Just keep in mind, if you are going to respond to me for credit, do so before the following discussion is due. You cannot reply to all of my commentary at the end of term and expect to receive any points. *Respond while the discussions are fresh and the content is relevant.*

9) Be considerate of your classmates. Post as early as you can. This allows your classmates to have the time to respond to you through their Peer Responses. The earlier we start our discussion the fuller and more useful it will be.

10) Although I expect that your posts are based on your readings for this course, sometimes you may crave additional information or perspective. ***As long as you cite*** where the information is coming from, you’re welcome to search out alternative or supplemental information and interpretations. Nonetheless, failure to cite constitutes plagiarism and will not be tolerated.

11) Where citations are required, you may use any citation method you prefer but please be consistent. If you do not understand how to use citation, when to use citation or why you must use citation, you’re in luck. There are Citation Guidelines provided for you at the end of this syllabus and we have a Citation Activity due the first week of class. Please take these seriously.

12) This semester we will be using primary sources in two ways: first, in the conventional historical sense of the term (i.e. a document written by someone who experienced an event/process in question) and, second, in terms of the food we experience daily. The second category of primary source informs a short write-up due any time before you take your Final Exam. The prompt for this assignment is on pp 9 of this syllabus.

13) There is one required paper (3-4 pages) for this class. It will require minimal research to complete; for your convenience, the prompt is provided on pp 10 of this syllabus and you are encouraged to get started as soon as you would like.

14) There is one take-home exam (the Final Exam). It contains short-answer and essay questions. An exam review is available on CANVAS and some hints will be given as to which questions are more or less likely to appear on the Final Exam later in the term.

Your goal during the exam is to answer the questions as directly, completely and accurately as possible. The questions are meant to assess your argumentative and analytical thinking/writing. I am not at all concerned with your ability to access information. Don’t try and overwhelm me with facts or trivia. Concentrate on answering the questions. For that reason, don’t run to the internet to help you. Utilize the study guide (available from the first day of class), track relevant information in the reading and discussions, and think about your answers as early and thoroughly as you can. This can save you tens of hours of scrambling, panicking and searching the week or so of the exam.

**Evaluation/ Grading**

**Assignments:** **Point Total:**  **Percentage of Total Grade:**

Syllabus Reading Check REQUIRED REQUIRED

Citation Activity REQUIRED REQUIRED

**(Due by October 8, 5:00 pm EST)**

Discussion Posts

10 discussion responses 200 points 20%

10 peer responses 150 points 15%

Food as a Primary Source Activity 100 points 10%

**(Due any time before your Final Exam)**

Paper

Making of a Cuisine 300 points 30%

**(Due by November 19, 5:00 pm EST)**

Final Examination 250 points 25%

**(Due by December 12, 5:00 pm EST)**

Course Total 1000 points

Grade Scale: A = 900-1000

B = 800-899

C = 700-799

D = 600-699

F = 0-599

**Late/Missed Work Policy:**

The deadlines for our discussions are firm. I will not count posts that arrive after the deadline, ever. The same goes for your exam. The deadline is the deadline.

**Gradebook**

Our gradebook is located on CANVAS. It will be updated weekly, after the submission deadline. If you ever find an error in your file, please write me as soon as possible to have it corrected.

**Weekly Announcements:**

I will post announcements to CANVAS every Sunday. If an announcement is available, I expect you to read it. If there are questions within these announcements asking for your feedback/involvement, I expect you to respond. If you do not respond, I will assume your silence to mean both understanding and acceptance.

**Communication with the Instructor:**

For class-related questions please email me directly or message me through CANVAS. If your concern/question is one that I believe others share, I may send out an announcement for everyone’s benefit.

In communicating with the instructor, please allow **twenty-four hours (excluding weekends and holidays)** to receive a response.

**Academic Integrity:**

Violations of academic integrity can include, but are not limited to, cheating and plagiarism. Cheating is an intentional effort at deception or gaining of an unfair advantage in completing academic work. Plagiarism is the act of appropriating the work of another person and passing it off as one’s own. Any student who assists another in an activity that constitutes a violation of academic integrity is also responsible and accountable for such a violation.

The following list is not exhaustive, but includes some common examples of plagiarism and cheating:

* copying original ideas, images, words, or design elements and using them without proper citation or permission of the author
* creating a bibliography with fabricated sources or citing sources as references that were not used in the preparation of the report or essay
* deceiving the instructor to get more time for an assignment or examination
* hiring someone to write an essay or complete other assignments
* collaborating with classmates or others on an assignment when the class rules explain that only individual work is permitted
* using unauthorized electronic devices or software during an examination
* allowing other students to copy exam responses or homework assignment answers so that they can pass it off as their own work

Violations of academic integrity will open a student to disciplinary action.

**Academic Accommodations**

Community College of Philadelphia is committed to ensuring that qualified individuals with a disability are afforded equitable access to and participation in our programs and services. In accordance with the Americans with Disabilities Act as Amended (ADAAA) and Section 504 of the Rehabilitation Act of 1973, no qualified person will be denied access to, participation in, or the benefits of, any program or activity operated by the College because of disability. Nor will individuals with a disability be subjected to discrimination while participating in College programs or activities due to disability.

For more information please see the following page: <https://www.ccp.edu/student-support/center-disability/academic-accommodations>

**Higher Education Opportunity Act (HEOA) Compliance**

In accordance with HEOA (Public Law 110-315), Federal Requirement 34 CFR §602.17(g), and HLC Policy Number FDCR.A.10.050, institutions offering distance education must have processes in place to verify that the student who registers for the class is the same student who is participating and receiving academic credit.

In compliance with this law, all students are provided a unique e-mail account with a secure login and passcode. All email communication between the college and the student must take place with this email.

Our work through CANVAS, which requires the use of your unique login and passcode, makes each sign-in a verification of your identity.

In addition, when meeting with the instructor, your image will be compared with your picture on file. If there is no picture on file, you may be asked to show your student ID.

Any student found to have had another student represent them for any portion of this course will be removed from the course and will be reported to the college. I will strongly encourage that such a student by banned from further online classes.

**Technical Assistance**

Those with a lack of experience with CANVAS can find requisite tutorials here:

<https://guides.instructure.com/m/4212>

Should you encounter an issue with site access, get in touch and let me know that you’re having issues. At the same time, you’ll need to contact either CANVAS or Information Technology Services (ITS) at CCP to assist with your connectivity. You can reach CANVAS from our portal. For ITS, follow this link: <https://www.myccp.online/information-technology-services>

**Course Schedule**

**The chapters in *How Food Made History* are labeled purely by the author’s last name and chapter (e.g. Higman Ch. 2), whereas the supplementary readings are by title, marked by quotation marks and appear in italics, (e.g. *“Consequences of the Neolithic”*). Supplementary readings are available on CANVAS under Files, free of charge.**

**Date** **Topics and Readings**

February 12-15: Week 1

Task 1) Read the Syllabus

Task 2) Complete the Syllabus Check

Task 2) Complete the Citation Activity

Task 3) Read Higman Preface, Prologue and Ch. 1, “*Beastly Appetites, the Animals We Love Too Much to Eat”*

Task 4) Post to Self-Introduction Page and participate in the Discussion

Task 5) Start thinking about what selection you’ll make for the paper

**All tasks are due Tuesday February 19 by 5 pm EST**

February 19-22: Week 2

Task 1) Read Higman Ch. 2 and Ch. 4

Task 2) Post to Discussion

Task 3) Look into available sources for your paper topic

**All tasks are due Monday February 25 by 5 pm EST**

February 25-March 1: Week 3

Task 1) Read Higman Ch. 3, *“Consequences of the Neolithic,” “The Green Revolution”*

Task 2) Post to Discussion

Task 3) Decide on your paper topic and start assembling relevant materials

**All tasks are due Monday, March 4 by 5 pm EST**

March 4-8: Week 4

Task 1) Read Higman Ch. 5, *“The Food Industry and New Preservation Techniques,” “The Taste for Canned and Preserved Foods”*

Task 2) Post to Discussion

Task 3) Read your research materials for your paper and construct an outline

**All tasks are due Monday, March 11 by 5 pm EST**

March 11-15: Week 5

Task 1) Read Higman Ch. 6, *“Latin American Food between Export and Liberalism…”*

Task 2) Post to Discussion

Task 3) Turn your paper outline into a rough draft

**All tasks are due Monday, March 18 by 5 pm EST**

March 18-22: Week 6

Task 1) *“New World, New Foods – the Columbian Exchange across the World”*

Task 2) Post to Discussion

Task 3) Edit your rough draft

**All tasks are due Monday, March 25 by 5 pm EST**

March 25-29: Week 7

Task 1) Read Higman Ch. 7, *“The Perils of Abundance”*

Task 2) Post to Discussion

Task 3) Polish your draft and prepare it for submission

**All tasks are due Monday, April 1 by 5 pm EST**

April 1-5: Week 8

Task 1) Read Higman Ch. 8, *“Influence, Sources, and African Diaspora Foodways”*

Task 2) Post to Discussion

**All tasks are due Monday, April 8 by 5 pm EST**

April 8-12: Week 9

Task 1) Read Higman Ch. 9, *“McDonaldization and its Discontents”*

Task 2) Post to Discussion

**All tasks are due Monday, April 15 by 5 pm EST**

April 15-19: Week 10

Task 1) Read Higman Ch. 10, Conclusion, *“Thinking about Famine”*

Task 2) Post to Discussion

**All tasks are due Monday, April 22 by 5 pm EST**

**Final Exam: due April 29 by 5:00 pm EST**

**Food as a Primary Source Activity**

--Format your paper using a standard 12 point font, 1 inch margins on all sides, and double space the body of your paper. Where citations are required, you may use any citation method you prefer but please be consistent.

--Adhere to the page limit. The goal of these short papers is to be concise. Exceeding the page limit destroys that goal. Work on giving exact summaries and constraining the presentation of background to as little as possible so that you can focus on analysis and discussion.

**Due: any time before you submit your Final Exam**

**Length: 1-2 pages**

Prompt: Pick your favorite meal/entrée and complete the following tasks

1. Describe the meal/entrée. Be sure to explain the ingredients as well as the preparations taken to compose them.
2. Discuss the historical origins of those ingredients. Where were they domesticated? Where did they first merge with human culture(s)?
3. Discuss the modern-day origins of the ingredients. To do this, you can try asking the chef/establishment. However, it may be less vexing for the staff if you, instead, go to a grocer/grocery store and look at the “place of origin” for the ingredients. If your choice happens to be composed entirely of local ingredients, discuss the locality of those ingredients instead.
4. Finally, comment on the historical processes that either, 1) resulted in the formation of the dish when and where it first emerged, ***OR*** that 2) account for how the ingredients in this dish are now produced where they are.

For this assignment, you’re welcome to write informally. Pretend you’re having a conversation with me if you’d like; alternatively, if you want to just address each of the above questions as a kind of short answer response, that’s fine too. Just be consistent and comprehensible in your approach. Make sure you are answering the questions.

That said, I do expect your sources to be cited.

In that regard, you’ll find plenty of information online for the historical origins of the ingredients in your favorite dish. However, not all of that information is accurate. Defer to academic and peer-reviewed websites, please. That is, no wikis, no elementary school webpages, no random person’s blog. Travel writers, food writers/critics, etc., however, are welcome when they are hosted with reputable websites.

**Making of a Cuisine Paper**

--Format your paper using a standard 12 point font, 1 inch margins on all sides, and double space the body of your paper. Where citations are required, you may use any citation method you prefer but please be consistent.

--Adhere to the page limit. The goal of these short papers is to be concise. Exceeding the page limit destroys that goal. Work on giving exact summaries and constraining the presentation of background to as little as possible so that you can focus on analysis and discussion.

**Due: November 19, 5:00 pm EST**

**Length: 3-4 pages**

Prompt:

Pick any world cuisine and present 1) how it came to be, 2) what other cultures or regions it drew upon to take shape, 3) as well as how it has changed (especially in the last seventy or so years).

You may pick any cuisine (especially regional variants within the groups listed below). The following are suggestions/examples of topics that offer plenty on which to write; but, you are welcome to pursue other topics. *If you want to write on something not listed below, send me an email to confirm your selection before you start researching/writing.*

British

Caribbean

Chinese

Ethiopian

French

Greek

Indian

Italian

Japanese

Korean

Mediterranean

Mexican

Moroccan

Thai

Turkish

Vietnamese

**Citation Guideline**

For your papers you will utilize two types of citations. The first is in-text citation, footnote or endnote, whereby you reference the source from which you have drawn information and/or opinion for a specific sentence. The second is the bibliography, where you record all of the sources you consulted while working on your paper (even those you did not cite within the body of the paper itself). Based upon the citation method you select, bibliographic formatting differs from in-text formatting. Please keep this in mind and consult the manual for your citation method of choice, if need be.

General Rules for Citation ---- Examples (in Chicago/Turabian/History format)

Citations are needed within the body of your paper in three situations:

1. **When using a quotation (direct, word-for-word repetition of the source):**

Eric Hobsbawm has suggested that Europe “exists *exclusively* as an intellectual construct” as an idea that is “shifting, divisible and flexible.”[[1]](#footnote-1)

1. **When paraphrasing the content or opinion of the source (in your own words):**

Continuing to apply substantive critique to the Enlightenment as a historical fact, as well as acknowledging the Enlightenment’s legacy in our own present-day, is a necessity if the process of enlightenment is to continue.[[2]](#footnote-2)

1. **When referencing information that is non-general information, information you did not know before conducting your research or highly specific:**

The economic causes of the revolutions can be found in the harvest failures of 1845-1846 and the subsequent economic crisis of 1847.[[3]](#footnote-3)

As a general rule, you will need at least one citation per paragraph. There are times when you will have several within a single paragraph; and you may reference more than one source within a single sentence.

For your papers you may use any citation style you prefer but please be consistent.

For Chicago or Kate Turabian-style citation please see:

<http://www.chicagomanualofstyle.org/tools_citationguide.html>

For MLA please see:

<https://owl.english.purdue.edu/owl/resource/747/01/>

For APA please see:

<http://owl.english.purdue.edu/owl/resource/560/01/>

1. Eric Hobsbawm. “The Curious History of Europe,”in *On History*, (New York; The New Press, 1977), 218-219. [↑](#footnote-ref-1)
2. Michael Meranze, “Critique and Government: Michel Foucault and the Question ‘What is Enlightenment?’” in *What’s Left of Enlightenment? A Postmodern Question*, Keith Michael Baker and Peter Hans Reill, ed., (Sanford: Stanford University Press, 2001), 108-109. [↑](#footnote-ref-2)
3. A. J. P. Taylor, *From Napoleon to the Second International: Essays on Nineteenth-Century Europe,* (NY: Penguin Books, 1982), 159. [↑](#footnote-ref-3)