![Georgetown University School of Continuing Studies logo]

# BLHV-201: Let them Eat Culture: The History and Politics of Food



**Dates**: May 24 to August 18

**Location**: This course takes place online. Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the Canvas Guide for Students.

**Faculty**:  Mark M. Gray, Ph.D.

**Contact Information**: mmg34@georgetown.edu, 202-687-0885

**Virtual Office Hours**: By appointment

## COURSE DESCRIPTION

Oddly this class is not really about food directly (i.e., no recipes, no cooking, it won't help you develop a nutrition plan or prepare you for a career in food services). Yet, it is about how human culture, politics, and well-being have been dramatically affected by our food—how we grow it, sell it, distribute it, and eat it. Homo sapiens have existed for 250,000 years, yet civilization (and written history) emerges only 10,000 years ago. Why? For 240,000 years human beings existed as hunter gatherers chasing their food. It wasn't until they made a transition to agriculture and domestication of animals for food that they created permanent settlements leading to a division of labor and written language. Throughout history what we eat and how we produce and distribute it has been central to trade, warfare, and the development of social class. Food has spurred political revolutions and has transformed our biological existence—in some cases for the worst and in others for the better. In the 21st century it is easy to take food for granted. Yet we spend 10 percent of each day, on average, consuming food and drink (…even more time earning enough to buy it). We've become disconnected from food production in this is the age of the Happy Meal, reheating rather than cooking, and celebrity chefs on multiple TV networks. We've forgotten how much time and energy it once took to produce and prepare food. We've lost our knowledge of even what is in our food. In this class you will learn about the food we consume now and what we ate in the past and the very real and important consequences of these choices.

## COURSE LEARNING OBJECTIVES

By the end of the course, students will be able to:
- Explain the importance of food in different cultures and periods of history
- Recognize the connections between food prices and political instability
- Analyze food policies of a selected nation (effectiveness providing safe, affordable food)
- Explain the cause and effect role of food in globalization (trade and war)
- Recognize the impact in changes in food production that lead to migration
- Discuss the role of food in popular culture (from fast food to celebrity chefs)
- Describe the human response to famine in the 20th and 21st centuries
- Critique a current aspect of American food culture
- Construct original research on food and culture

## REQUIRED READINGS

The following are the required reading material for this course:

1) *An Edible History of Humanity* by Tom Standage
Publisher : Bloomsbury USA (May 3, 2010)
Paperback : 288 pages
ISBN-10 : 0802719910
ISBN-13 : 978-0802719911

2) *Food in History* by Reay Tannahill
Publisher : Crown; Illustrated edition (May 10, 1995)
Paperback : 448 pages
ISBN-10 : 0517884046
ISBN-13 : 978-0517884041

3) *How America Eats: A Social History of U.S. Food and Culture* by Jennifer Jensen Wallach
Publisher : Rowman & Littlefield Publishers; Reprint edition (March 12, 2014)
Paperback : 258 pages
ISBN-10 : 1442232188
ISBN-13 : 978-1442232181

4) Journal articles from JSTOR (listed below)

# COURSE REQUIREMENTS

## Technical Requirements

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:
1. Communicate via email including sending attachments.
2. Navigate the internet using a Web browser.
3. Use office applications such as Microsoft Office or Google Docs to create documents..
4. Learn how to submit assignments in Canvas.
5. Communicate with peers using discussion boards and other platforms.
6. Upload and download saved files.
7. Have easy access to the Internet.
8. Navigate Canvas, including using the email component within Canvas.
9. Use a microphone to record audio through your computer.
10. Use an internal or external camera to record video through your computer.

In this course we will use Zoom. This enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. Instructions for Zoom are available here.

## Computer Requirements

Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by Canvas in the Instructure Guides.

**Audio and Video Capability**

- You will need an internal or external microphone. Most computers now come with them built in.
- You will need an internal or external camera. Most computers now come with them built in.

# COURSE EXPECTATIONS

This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas.

## Student Expectations

This course consists of 12 weeks. You are expected to do the readings, watch the lecture videos, and to engage with the course material in depth. Your responsibilities include completing all the assignments. Participation is essential to your success in this class. In order to get full credit for participation, you will have to complete all of your discussions.

## Time Expectations

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. Students should plan on spending approximately 12-15 hours per week on the work for each online module.

# ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code.

The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

## Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs. If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out Plagiarism.org.

# COURSE ACTIVITIES AND ASSIGNMENTS

Written work is due by the assigned due dates. Follow-ups and class participation are contingent on the timely submission of your initial responses.

## Late Submission Policy:

As stated in the Student Handbook and Standards notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. I will consider granting extensions for assignments. The request must include the date and time when you intend to submit the assignment.

## Assignments

Class assignments represent 20% of your overall grade. One exam will be given during the semester gauging your grasp of the material. This is 25% of your grade. The centerpiece of the course is a research project on a specific issue related to the politics and history of food of interest to you (e.g., the importance of food in an important historical event, explaining the development and persistence of a particular food culture, explaining the linkage between a food culture and public health outcome). The specific topic will be determined by you in consultation with your professor. Throughout the semester we will be discussing and developing these projects together as a class. Results will be presented at the end of the semester in an informal presentation session. This and class participation will account for 15% of your grade. The final paper detailing your research on your chosen topic should consist of a minimum of 2,400 words. The paper is worth 40% of your grade.

## Citation Style

This course uses APA or Chicago style for all writing and research assignments.  Resources for this citation style are available through

Georgetown Library Citation Guide

APA Style Guidebook

# GRADING

Grading in this course will be determine by the following grading scale:

- A:  93% to 100%
- A-:  90% to 92%
- B+:  87% to 89%
- B:  83% to 86%
- B-:  80% to 82%
- C+:  77% to 79%
- C:  73% to 76%
- C-:  70% to 72%
- D+:  67% to 69%
- D:  63% to 66%
- F:  62% and below

# ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; ) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

# STUDENT SUPPORT SERVICES

## Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- Academic Resource Center
- 202-687-8354 | arc@georgetown.edu
- Counseling and Psychiatric Services
- 202-687-6985
- Institutional Diversity, Equity & Affirmative Action (IDEAA)
- (202) 687-4798

## Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the Library's Homepage by using their University

username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the Services & Resources Guide for Online Students for additional information.

## Research Guide

The Project Management program has an extensive online Library Research Guide designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

## Learning Resources

SCS offers a host of learning resources to its students. Two that you might find particularly helpful in this course are the Writing Center and Refworks.

- The Writing Center offers professional writing support through its online peer tutoring service.
- Refworks is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

## Technical Support

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the Canvas Student Guide and 24 hour Canvas Support Hotline at 855-338-2770.

In this course we will use Zoom. This enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. Technical support for Zoom is available.

### COMMUNICATIONS GUIDELINES

## Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

## Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes places in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students' instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the Graduate Professional Studies Student Handbook. For questions about the Code of Student Conduct, please review the information provided by the Office of Student Conduct.

# Communication with Peers

## Notifications

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the General Questions Discussion Board Forum.

## Questions Forum

In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments and course materials. Please post these in the General Question Discussion Board Forum, which you can access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.

## Turnaround and Feedback

If you have a concern and send me a message, you can expect a response within one business days. Please allow two business days for assessment submission feedback.

## Copyright

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor.  Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor.  Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.

Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

More information about intellectual property and copyright can be found here: https://www.library.georgetown.edu/copyright

More information about computer acceptable use policy and intellectual property can be found here: https://security.georgetown.edu/it-policies-procedures/computer-systems-aup

## Title IX at Georgetown

https://titleix.georgetown.edu/

# SEXUAL MISCONDUCT

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

1. Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
2. Counseling and Psychiatric Services (CAPS): 202. 687.6985 or after hours, call 202. 444.7243 and ask for the on-call CAPS clinician.

Thank you for supporting our students impacted by sexual violence. If interested, other helpful more general resources are included below:

- Georgetown Self-Care Resource Guide
- Georgetown Wellness Wheel
- Georgetown Guide to Recognizing Students in Distress

# PREGNANCY ADJUSTMENTS AND ACCOMMODATION

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students.  Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication.  Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at the Pregnancy Adjustments and Accommodations for Students webpage.

# COURSE SCHEDULE

*Course schedule will be followed but is not a contract.

All readings are posted on Canvas

### Course Schedule

| Class and topics | Primary readings and multi-media |
|---|---|
| **May 24-30**:<br>-Evolutionary food<br>-The First Great Transition: Hunter-gatherers adopt agriculture… and civilization | **Tannahill Chs. 1-6**<br>In the Beginning; Cooking in 10,000 BC; Changing the Face of the Earth; The First Civilization; Ancient Greece; Imperial Rome<br>**JSTOR**<br>"The Anthropology of Food and Eating" by Sidney W. Mintz, Christine M. Du Bois *Annual Review of Anthropology*, Vol. 31, (2002), pp. 99-119<br>**Multi-media:** *Origins of Us: Guts (BBC)* |
| **May 31-June 6**:<br>-Food and Class in the Ancient World: Egypt, Rome, and Greece<br>-The Birth of the Great Food Families | **Standage Chs. 1-4**<br>The Invention of Farming; The Roots of Modernity; Food, Wealth and Power; Follow the Food<br>**JSTOR**<br>"Grasses in Ancient Egypt" by Loutfy Boulos, Ahmed Gamal-El-Din Fahmy *Kew Bulletin*, Vol. 62, No. 3 (2007), pp. 507-511<br>**Multi-media:** *Hidden History of Rome*<br>**Assignment: Deconstructing A Meal** |
| **June 7-13**:<br>-Eastern Food Cultures<br>-Plague: Fewer People, Bigger People | **Tannahill Chs. 7-13**<br>The Silent Centuries; India; Central Asia; China; Supplying the Towns; The Late Medieval Table<br>**JSTOR**<br>"Baking for the Common Good: A Reassessment of the Assize of Bread in Medieval England" by James Davis *The Economic History Review*, New Series, Vol. 57, No. 3 (Aug., 2004), pp. 465-502<br>**Multi-media:** *The Supersizers Eat (BBC)* |
| **June 14-20**:<br>-Trade, Globalization, and Food Fusion in the Age of Exploration<br>-The origin and evolution of ancient and classical food culture that persists today | **Standage Chs. 5-6**<br>Splinters of Paradise; Seeds of Empire<br>**JSTOR**<br>"The Problem of Bread and the French Revolution at Bordeaux" by Richard Munthe Brace *The American Historical Review*, Vol. 51, No. 4 (Jul., 1946), pp. 649-667 |
| **June 21-27**:<br>-Origins of Thanksgiving and other early food "holidays"<br>-The American Plantation: Slavery and Food Production<br>-The "Cincinnatus Myth": Colonialism, Taxes, Founders, and Farming<br>-The Whiskey Rebellion | **Wallach Chs. 1-2**<br>The Cuisine of Contact; Food and the Founding<br>**Tannahill Chs. 14-16**<br>New World; The Americas; Food for the Traveller<br>**Standage Chs. 7-8** |

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|---|---|
| -Bread and the French Revolution | New World, New Foods; The Steam Engine and the Potato<br>**JSTOR**<br>"Slavery and American Agricultural History" by Gavin Wright *Agricultural History*, Vol. 77, No. 4 (Autumn, 2003), pp. 527-552<br>**Multi-media:** *Slavery and the Making of America* |
| **June 28-July 3:**<br>**Midterm Exam** | No readings or multimedia outside of class |
| **July 5-11:**<br>-19<sup>th</sup> Century Food at the Cutting Edge: Your breakfast cereal used to be health food, your soda was medicine<br>-Famine and Migration | **Wallach Chs. 3-4**<br>Foodways in an Era of Expansion and Immigration; Technology and Taste<br>**Tannahill Chs. 17-20**<br>A Gastronomic Grand Tour I & II; The Industrial Revolution; The Food-supply Revolution<br>**JSTOR**<br>"Health and Diet in 19th-Century America: A Food Historian's Point of View" by Alice Ross<br>*Historical Archaeology*, Vol. 27, No. 2 (1993), pp. 42-56<br>**Multi-media:** *Babette's Feast* |
| **July 12-18:**<br>-The Pre-Modern Kitchen<br>-Leaving Agriculture: The demographic shift | **Tannahill Chs. 21-Epilogue**<br>The Scientific Revolution; Confused New World; Epilogue<br>**Standage Chs. 9-10**<br>The Fuel of War; Food Fight<br>**JSTOR**<br>"Food in Films: A Star Is Born" by Steve Zimmerman *Gastronomica: The Journal of Food and Culture*, Vol. 9, No. 2 (Spring 2009), pp. 25-34<br>**Multi-media:** *Filthy Cities New York*<br>**Assignment: project proposal and outline** |
| **July 19-25**:<br>-Fast Food Conquers Quickly and Transforms All Food<br>-Industry, Technology, Capitalism: Food Modernity from Cooking Local to Reheating Global Food (i.e., The revolution will be microwaved… and it will be in nugget form) | **Wallach Chs. 5-6**<br>Gender and the American Appetite; The Pious or Patriotic Stomach<br>**JSTOR**<br>"Making Famine History" Cormac Ó Gráda *Journal of Economic Literature*, Vol. 45, No. 1 (Mar., 2007), pp. 5-38<br>**Multi-media:** *Food, Inc.; Super Size Me; The Corporation* |
| **July 26-August 1:** | **Standage Chs. 11-12**<br>Feeding the World; Paradoxes of Plenty |

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|---|---|
| -Ethical Food Movements: Vegetarians, Vegans, and Animal Rights<br>-Health Matters: Food and Life Expectancy<br>-Foodies Fight Back: The Modern Food Movement | "Trash Eaters" by Scarlett Lindeman<br>*Gastronomica: The Journal of Food and Culture*, Vol. 12, No. 1 (Spring 2012), pp. 75-82<br>**Multi-media:** *The Meatrix; Food chain slaves; Forks Over Knives; Jamie Oliver 's Food Revolution;* |
| **August 2-8**:<br>-The Geo-politics of Famine in the Modern World<br>-Luxury Food and the Celebrity Chef<br>-The Politics and Policy of Poverty and Hunger in the "Developed" World<br>-The Multimodal Transport: A Global Grocery | **Wallach Chs. 7-8**<br>Food Habits and Racial Thinking; The Politics of Food<br>**JSTOR**<br>"Food Porn" by Anne E. McBride<br>*Gastronomica: The Journal of Food and Culture*, Vol. 10, No. 1 (Winter 2010), pp. 38-46<br>**Multi-media:** *Food Network selections; DC Cupcakes*<br>**Assignment: Presentations** |
| **August 9-15**:<br>-The future of food<br>-Automation and machines growing food<br>-Space: Off Earth food? | **Readings supplied by the instructor**<br>**Multimedia:** *Humans Need Not Apply; Space films excerpts*<br>**Assignment: Presentations cont.** |
| **August 16-18**: Final Paper | **Final Paper due Aug. 18** |