



HIST 413.01E (23324)
FOOD IN WORLD HISTORY
COURSE SYLLABUS: SPRING 2020



The Four Seasons by Giuseppe Arcimboldo (1526-1593)

INSTRUCTOR INFORMATION

Professor: Dr. Cynthia Ross

Course Location: Ferguson Social Sciences (SS) 150

Course Time: Tuesday and Thursday, 9:30am – 10:45am

Office Location: Ferguson Social Sciences (SS) 104

Office Hours: Monday, Wednesday 9:30am – 12:00pm; email

Response Time: Within 24 hours; excluding weekends

University Email Address: Cynthia.ross@tamuc.edu

COURSE INFORMATION

Required:

Felipe Fernandez-Armesto. *Near a Thousand Tables: A History of Food*. The Free Press, 2002 (Reprint, 2003).

Patrick E. McGovern, *Uncorking the Past: The Quest for Wine, Beer, and Other Alcoholic Beverages*. University of California Press, 2009.

Michael W. Twitty. *The Cooking Gene: A Journey Through African American Culinary History in the Old South*. Amistad, 2017.

Laura Shapiro. *Perfection Salad: Women and Cooking at the Turn of the Century* (California Studies in Food and Culture). University of California Press, 2008.

Jeffrey M. Pilcher. *Planet Taco: A Global History of Mexican Food*. Oxford University Press, 2012.

Additional article length readings will be provided by the Professor

A Note about the Course Texts:

Most of these books are widely available used and new from a variety of booksellers. The university expectation is that students are to acquire the course texts prior to the start of class. Failure to do so will hinder a student's ability to keep up with the course, and the Professor is in no way responsible for such an eventuality.

Please note, you have a substantial amount of reading in this course. I do not expect you to read every single word of each book. You must develop the ability read strategically and with purpose. Before you begin reading for the course, take a few moments to review the information on the websites listed below. While this is less reading than expected in a graduate class (one book per week in each class is considered standard for a graduate program in history), these skills will help you get through this course. We will discuss it during the first week as well.

[How to Read for Grad School](#) – this is the best one

[6 Tips to Read More in Less Time](#)

[How to Read a Book in Two Hours or Less](#)

Course Description

This course examines the role of food in shaping world history from ancient times through the modern era. Focused attention is given to crucial transitions in food history such as the agricultural revolution, the Columbian Exchange, and globalization. Using the lens of food history and culinary cultures this course will examine the connections and exchanges within historical events and related issues such as empire, migration, race, class, gender, religion, power, identity, and the environment.

This class also fulfills a requirement in the new Food Studies Minor. The interdisciplinary minor in Food Studies through the Department of Agriculture which provides students the opportunity to examine food choices and issues from multiple perspectives. The minor uses courses from a variety of disciplines and is open to all majors.

Student Learning Outcomes:

1. Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems) in relation to the history of food.
2. Students will provide citations in proper Turabian/Chicago format.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word or other word processing applications, uploading documents.

Instructional Methods & Student Responsibilities

This is a face to face course that uses the learning management system for the schedule, some assignments, gradebook, and other tools. This is a discussion-based course. It is imperative that you complete all assigned readings each week before coming to class. Be sure to familiarize yourself with the learning management system before any assignments are due.

Students should regularly log in to the online course space to check for updates to the course schedule, assignment changes/updates, check grades, and submit completed assignments.

Grading

Leading class discussion twice during the semester (25 each)	50
Weekly reading summary/analysis and questions (10 each)	150
Participation in class discussion (20 each)	300
Book reviews (100 each)	200
Food history project	300

All required assignments must be completed to receive a passing grade.

Semester Grades:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

The general grading criteria for all written assignments in this class is based on the following:

A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean

B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence

C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence

D = Poor command of content; factual errors; no real argument driving the essay

F = Even worse than above; completely off topic; no work submission

Note: All written assignments submitted online are automatically filtered through Turnitin, a plagiarism detection application. Spelling and grammar must be accurate. Significant errors will result in grade reduction.

Assignments / Assessments

Leading Class Discussion

At the beginning of the semester, students will sign up to lead class discussion twice over the course of the semester in two person teams. Students will select the book/topic of their choice,

developing a list of key topics/ideas, a brief summary, and a series of discussion questions to assist in guiding class discussion. Students will plan, prepare, and lead as a team. Scores will be based on class performance and prep materials submitted after discussion.

Weekly Reading Summary/Analysis and Questions

Each week students will write a 250 word summary and analysis of the assigned readings. At least half of the submission must focus on historical analysis. Citations in Turabian/Chicago should be used for direct quotations or close paraphrasing. Students must also pose one question to use in class discussion. Due dates will be Mondays for online submission and students are encouraged to bring their summary/analysis with them to class on Tuesdays and Thursdays to facilitate discussion.

Class Discussion

This class format requires all students to participate in class discussion. Grades are determined on the level and sophistication of your participation. Students are expected to engage others in discussion, provide analysis, formulate conclusions, and share thoughts with the class. Students may expect to be called upon if participation begins to flag. Bring the assigned readings, any reading notes (I highly recommend a creating a reading journal – see below), and your summary/analysis to class.

As you can imagine, overall participation - note taking, paying attention, and avoiding disruptive behavior are all necessary in this course. Electronic devices are allowed for class purposes only. Considering this is a discussion-based course, using electronic devices for purposes other than class will be immediately visible, decrease engagement, and severely impact your semester grade. Attendance is tracked and recorded. Missing more than a couple of classes over the semester will mean missing discussion, and severely impact your grade. University policy does allow excused absences from face to face courses in certain situations such as school sponsored events, jury duty, and military service. All of these excuses require proper documentation as evidence of participation. Any other absences are **NOT** excused absences. I do not take doctor's notes.

Be aware that our classroom is an open, welcoming place of serious thought, discussion, and even a little fun. Sometimes controversial subjects may arise. If an unusual situation arises, refrain from purposefully offensive or hurtful comments, combative language, or hostility that disrupts the learning environment. I encourage any student who believes their learning environment is negatively impacted in any way to contact me to discuss it.

Book Reviews

Students will choose two books from the course to review, with the due date being the day the book is discussed in class. Book reviews should be 1000-1500 words and include full bibliographic information in the following format:

Abernethy, David B. *The Dynamics of Global Dominance: European Overseas Empires, 1415-1980*. (New Haven and London: Yale University Press, 2000). 524 pp, \$35.00.

Book reviews need to do several things within a defined space. Reviews that have word counts over 1500 words will be returned to the student ungraded until word limit is achieved (not including bibliographic information). Students must review the content and structure of the book including, the main arguments, how the author makes those arguments, sources used, and effectiveness of arguments. Reviews should also include brief inclusion of two other reviewers' comments from peer reviewed journals or H-Net Discussion Boards to assess the book's broader reception in the field. Reviews may also consider the book's intended audience - i.e. scholars, teachers, high-school students, college students, graduate students - how the book fits into the field of food history, and how best to make use of the book - whether the book would best be used in the classroom, for background reading, etc. Quotes from the text should be minimal.

Food History Project

Students will engage in a semester long project to be determined in the first three weeks of the course. This will largely be a student directed project resulting in a significant paper and short presentation at the end of the semester. Details will be forthcoming after student deliberations.

Ideas for Keeping a Reading Journal (not a course assignment; recommended):

Keeping a reading journal is a very easy step to becoming a better reader and writer. It helps you keep track of what you have read and works as a sort of dated reading log or diary. You may choose to keep a hand written or electronic journal, whichever method is easiest for you to use as you read. For each entry, include an entry header with the date, author name, book title, and page numbers read since the last entry. The body of your reading journal is up to you. Some people take notes as they read while others write a summarizing paragraph after completing a chapter. You may want to record favorite quotes with page numbers, interesting items, or thoughts you had while reading. If you come across anything that leaves a significant impression on you or you feel it relates to your own life or interests, note it. Write down any impressions you might have, even if they change by the middle or end of the book. You also might find it useful to record your emotional response or connection you may feel to people in the book. For more ideas about what to include in a reading log visit [this website](#).

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.

Device	Operating System	Browser	Supported Browser Version(s)
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/)
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later)
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/)
 - [Apple Quick Time](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Students are encouraged to meet with the Professor during office hours or send an email with questions, concerns, or comments. Students must provide a valid return email address for replies. Unless otherwise noted, students can expect replies within 24 hours. Assignments will be graded within seven days of submission due date, unless otherwise noted.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

All writing assignments should be in standard format – Times New Roman or Arial, 12-point font, one-inch margins, double-spaced, with page numbers on the bottom right corner. Word files, .doc or .docx only.

Paragraphs should have at least five sentences.

Citation style must be Turabian/Chicago for quotations and paraphrasing. You can find several different sites to assist you on the [Writing Center Resources](#) page.

Late Assignments / Missed Assignments:

Any work submitted past the due date without prior written approval by the Professor may receive one letter grade deduction per calendar day until the student turns it in. Students who will miss an assignment due date due to a university-excused absence must provide documentation and meet with the Professor to arrange for an alternative due date with no late penalty.

Extra Credit:

There is no extra credit in this course. Students are encouraged to talk to the Professor early and often if they are having problems in the course.

Plagiarism:

In all courses, I expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times.

It is fine to use other people's words and ideas as long as they receive credit in citations. If you are unsure about the precise definition of plagiarism and/or think you may have committed this form of academic dishonesty, see the Professor or visit the Online Writing Lab before you turn in the assignment.

If a student commits academic dishonesty on any part of an assignment, the assignment will receive a zero with no possibility for make-up. Additionally, any incidents of academic dishonesty may be reported to the Office of the Provost by the Instructor according to university policy 13.99.99.R0.03 Undergraduate Academic Dishonesty.

Writing Lab:

The [TAMU-Commerce Online Writing Lab](#) is a valuable service free to any student. They can help you get started on a paper, help with drafts, and answer specific questions about citation style, grammar, and spelling. While they will not write the paper for you, they are there to give feedback and guidance.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this

legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Week 1 begins Jan 14: Introduction; The Role of Food in World History

Readings: Fernandez-Armesto, Preface
 Article, TBA

Assignment: Familiarize yourself with the syllabus, readings, course
Select discussion leaders
Discuss semester project
Book review selection
Be prepared for Thursday discussion over readings
Weekly reading summary/analysis and questions, Saturday*

Week 2 begins Jan 21: *Near a Thousand Tables*, Part 1

Readings: Fernandez-Armesto, Chapters 1-4

Assignment: Weekly reading summary/analysis and questions, Monday
Food history project work, Saturday

Week 3 begins Jan 28: *Near a Thousand Tables*, Part 2

Readings: Fernandez-Armesto, Chapters 5-8
Article, TBA

Assignment: Weekly reading summary/analysis and questions, Monday
Food history project work, Saturday
Discussion Leaders – prepare materials

Week 4 begins Feb 4: *Uncorking the Past*, Part 1
[XX and XX Leading Discussion, Tuesday]

Readings: McGovern, Preface-Chapter 4

Assignment: Weekly reading summary/analysis and questions, Monday
Food history project work, Saturday
Discussion Leaders – prepare materials

Week 5 begins Feb 11: *Uncorking the Past*, Part 2
[XX and XX Leading Discussion, Tuesday]

Readings: McGovern, Chapters 5-9
Article, TBA

Assignment: Weekly reading summary/analysis and questions, Monday
Food history project work, Saturday
Discussion Leaders – prepare materials

Week 6 begins Feb 18: *The Cooking Gene*, Part 1
[XX and XX Leading Discussion, Tuesday]

Readings: Twitty, Preface-Chapter 10

Assignment: Weekly reading summary/analysis and questions, Monday
Food history project work, Saturday

Discussion Leaders – prepare materials

Week 7 begins Feb 25: *The Cooking Gene*, Part 2
[XX and XX Leading Discussion, Tuesday]

Readings: Twitty, Chapter 11-21
Article, TBA

Assignment: Weekly reading summary/analysis and questions, Monday
Food history project work, Saturday
Discussion Leaders – prepare materials

Week 8 begins Mar 3: Food History Project Meetings and Discussion

Assignment: Weekly reading summary/analysis and questions, Monday
Food history project work, Saturday

Week 9 Mar 9-13: SPRING BREAK

Week 10 begins Mar 17: Food History Project Meetings and Discussion

Assignment: Weekly reading summary/analysis and questions, Monday
Food history project work, Saturday

Week 11 begins Mar 24: *Perfection Salad*, Part 1
[XX and XX Leading Discussion, Tuesday]

Readings: Shapiro, Prologue-Chapter 4

Assignment: Weekly reading summary/analysis and questions, Monday
Food history project work, Saturday
Discussion Leaders – prepare materials

Week 12 begins Mar 31: *Perfection Salad*, Part 2
[XX and XX Leading Discussion, Tuesday]

Readings: Shapiro, Chapter 5-Conclusion
Article, TBA

Assignment: Weekly reading summary/analysis and questions, Monday
Food history project work, Saturday
Discussion Leaders – prepare materials

Week 13 begins Apr 7: *Planet Taco*, Part 1
[XX and XX Leading Discussion, Tuesday]

Readings: Pilcher, Preface-Chapter 3

Assignment: Weekly reading summary/analysis and questions, Monday
Food history project work, Saturday
Discussion Leaders – prepare materials

Week 14 begins Apr 14: Planet Taco, Part 2
[XX and XX Leading Discussion, Tuesday]

Readings: Pilcher, Chapter 4-Conclusion
Article, TBA

Assignment: Weekly reading summary/analysis and questions, Monday
Food history project work, Saturday
Discussion Leaders – prepare materials

Week 15 begins Apr 21: Food History Project Meetings and Discussion

Readings: TBA

Assignment: Weekly reading summary/analysis and questions, Monday
Food history project DUE, Saturday

Week 16 begins Apr 28: Food History Project Presentations

Readings: None

Assignment: Weekly reading summary/analysis and questions, Monday

Finals Week Feasting

Thursday, May 7, 8:00am – 10:00am