



Spring 2021 – Food, Culture and Globalization: Florence

FOOD-UE 9185 F01

Class Day/Time: Wednesdays 2:00-4:45pm (CET) Class

Dates: February 3 & 17, March 3, 17 & 31, April
14 & 28, May 12

Blended Synchronous

Classroom: Giardino (Villa Ulivi)

Spring 2021

We know that you may be taking courses at multiple locations this semester. If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for this course site, please make sure that you've completed the online academic orientation via NYU Classes so you are aware of site specific support, policies and procedures.

Please contact florence.academicssupport@nyu.edu if you have trouble accessing the NYU Classes site.

If you are attending in person, you will be instructed to choose your seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

Class Description:

This course investigates current transformations in the food systems and cultures of Florence under conditions of globalization. How have produce, people and animals interacted to make life possible in modern cities and how have those interactions changed over time in Florence's history? What kinds of systems have been built to provide energy, bring potable water into cities, take sewage out, and provide clean air?

As a course in new sensory urbanism this curriculum seeks to expand the traditional scope and range of the studied senses from sight (e.g. art, architecture) and sound (music), to smell, taste and touch, so as to rethink what it means to be a modern urban subject engaged in the pleasures and powers of consumption. Through lectures, readings and field trips students will master established facts and concepts about contemporary urban food cultures and produce new knowledge of the same.

Instructor Details:

Name: Olivier de Maret, Ph.D.

NYUGlobalHome Email Address:

Office Hours: Appointments available via Zoom or in person on request.

Inclusion, Diversity, Belonging and Equity

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, “...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU Florence, we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavors.

NYU Florence embraces diversity and recognizes our responsibility to foster an open, welcoming environment where students, faculty and staff of all backgrounds can collaboratively learn, work and communicate. We will continually strive to work together to nurture a culture of inclusivity, compassion and mutual respect.

There are both on-campus and NYU Global resources available to students and staff wishing to share their experiences with us or offer suggestions for improvement. On-campus, students, faculty and staff can contact any one of our three local [IDBE Liaisons](#), [Mary Barbera](#), [Lisa Cesarani](#) and [Angelica Pesarini](#). Students can also contact the [Office of Academic Support](#) or the [Office of Student Life](#) to talk to a member of staff. Students are invited to join the NYU Florence IDBE Student Committee and take on an active role in planning encouraging dialogues on issues around diversity and inclusion.

The Global NYU community can access the [Office of Global Inclusion, Diversity and Strategic Innovation](#) who works closely with students, faculty, administrators, and staff, regardless of where you may be located, to help make every aspect of NYU more equitable. You can contact them at globalinclusion@nyu.edu for more information and resources.

Bias Response Line

NYU's [Bias Response Line \(BRL\)](#) provides an open forum to members of our community and helps to ensure that our community is equitable and inclusive. It is a centralized way to share or report experiences and concerns regarding bias, discrimination, or harassing behavior that may occur within our local or global NYU community. To contact the BRL, please [email](#) or call: 212-998-2277.

Desired Outcomes:

On completion of this course, students should:

- Have mastered the concepts of culture, globalization and sensory urbanism from a food-studies perspective.
- Have developed the skill of thinking about social and cultural issues through the lens of food and systems.
- Be able to identify, analyze and discuss the essential processes that make up the global food system.
- Have applied theory to the practice of basic ethnographic techniques.
- Have grasped how the multi-sensory perception of food shapes our urban consumer experiences.

Assessment Components

Academic Commitment: 10%

Taste of City Essay (5 pages, double-spaced, with footnotes): 40%

Urban Food Presentation (including hard copy with bibliography): 50%

- Academic Commitment: A student's commitment will be evaluated based on active participation, involvement and contribution in the course either remotely or in-person. This may include, but is not limited to, presence at synchronous class sessions, timely submission of predetermined course assignments to the instructor, collaboration with peers in group course work both during class time or independently outside of class time, individual oral or written contributions to synchronous course time through the chat function, in person discussion, or in individual office hours with the instructor. In an asynchronous format this academic engagement may take the form of written contributions to course forums, adding comments to posted work on VoiceThread or Google Drive shared docs.

- Taste of City Essay: As midterm assignment, each student will submit a 5-page (double-spaced, 12- point font) essay that describes how their own city tastes to them by linking personal experiences, memories and reflections to course material. Following Charles Spence's approach to food, students are encouraged to refer to all the senses involved in the multi-sensory perception of food (taste, of course, but also smell and touch, as well as sight and sound). They should draft a coherent narrative written in the first person that ultimately describes their personal take on the food identity of their city. Students are free to integrate various types of material in addition to the 5 pages of text (e.g. photographs, drawings, music, films, websites, etc.) to further develop their ideas. Their argumentation should be concise, convincing, and academically compelling and be supported by 5 scholarly sources (i.e. books, chapters, and articles in peer-reviewed journals, but no random websites) cited in footnotes.

- Urban Food Presentation: Each students will select a food/drink-related establishment in their city and conduct an ethnographic study of it by applying participant observation methods. They should visit the establishment at least twice: once to familiarize themselves with the place and draft

a set of research questions, then a second time to answer their questions before analyzing and putting their

experiences in writing. If lockdowns or restrictions on movement were to take place, students should be able to continue the assignment by consulting online material (e.g. menus, pictures, reviews). In any case, I recommend getting started collecting material as soon as possible. On the last day of classes, each student will give a presentation during which they will describe their investigation, contextualize observations, and relate results to course material. Ultimately, they should identify their establishment with at least one of the multiple food labels discussed during the semester (i.e. traditional, futurist, global, slow or authentic). A hard copy of the presentation along with a bibliography of at least 5 scholarly sources (i.e. books, chapters, and articles in peer-reviewed journals, but no random websites) should be submitted via email for grading.

Detailed handouts for both assignments will be provided during the semester.

Failure to submit or fulfill any required course component results in the failure of the class.

Assessment Expectations:

Grade A: The student's work demonstrates an understanding of the subject that goes beyond assigned course readings. The student writes essays/exam questions that are an original synthesis of source materials, demonstrating the ability to evaluate source material critically. Written arguments are clear, well-organized and well-presented; oral presentations are concise, incisive and supplemented by appropriate visual materials. The student has distinguished himself/herself throughout the course of the semester for his/her contributions to class discussion.

Grade B: The student's work shows a clear understanding of assigned readings and materials covered in class. The student writes clear, well-organized and well-presented essays/exam questions; oral presentations are concise, incisive and supplemented by appropriate visual materials. The student is prepared in class and asks relevant questions.

Grade C: The student's work shows a basic understanding of the subject treated in assigned readings and covered in class. However, written and/or oral work is deficient in one or more of the following areas: clarity, organization or content. The student's work is generally in need of improvement

Grade D: The student's work shows occasional understanding of the subject treated in assigned readings and covered in class. Written and/or oral work is deficient in one or more of the follow areas: clarity, organization or content. The student does not participate in class discussion and has not frequented the instructor's office hours.

Grade F: The student's work does not demonstrate understanding of the subject treated in assigned readings and covered in class. Written and/or oral work are either insufficient or are not submitted. The student appears unprepared in class and has not frequented the instructor's office hours.

Grading Guidelines

A = 94-100
A minus = 90-93
B plus = 87-89
B = 84-86
B minus = 80-83
C plus = 77-79
C = 74-76
C minus = 70-73
D plus = 67-69
D = 65-66
F = below 65

Grading Policy:

Please refer to Assessment Expectations and the policy on late submission of work

Academic Accommodations:

Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see the [Moses Center](#) for further information.

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see [Study Away and Disability](#).

Attendance Policy:

Study abroad at Global Academic Centers is an academically intensive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. In blended course format, students, based on need and circumstance may attend class sessions in-person or remote synchronously online. Both are acceptable and would be considered present in class. Since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the Global Sites is expected. Unexcused absences will affect students' semester participation grade.** Faculty will take attendance at the beginning of every class. For Go Local Students studying in Florence, **if you have scheduled a remote course immediately preceding/following an in-person class, you may want to discuss where at the Academic Center the remote course can be taken.** Both in-person and remote students are responsible for making up any work missed due to absence. Repeated unexcused absences in a course may result in failure. Please be in contact with your professor via email to meet during office hours to discuss any missed lectures and assignments and arrange a timeline for submitting missed work.

Excused Absences:

In case of absence, regardless of the reason, the student is responsible for completing missed assignments, getting notes and making up missed work in a timely manner based upon a schedule that is mutually agreed upon between the faculty member and the student. **Absences should be reported to the [Office of Academic Support](#) via email and to your faculty member BEFORE your class meets for lesson.**

Categories of Excused Absences

Absence Due to Illness

- If you are a Go Local student present in Florence and feel sick, please contact the [Office of Student Life](#) for assistance.
- COVID-19 related family emergencies will be considered as an excused absence
- The Office of Student Life, when assisting you in cases of severe or extended illness, will coordinate with the Office of Academic Support to properly record your absences

Due to Religious Observance

- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday
- Please note that no excused absences for reasons other than illness can be applied retroactively.

Students with questions or needing clarification about this policy are instructed to contact a member of the Office of Academic Support located in Villa Ulivi or to email florence.academicsupport@nyu.edu

Late Submission of Work

- All course work must be submitted on time, in class on the date specified on the syllabus.
- To request an extension on a deadline for an assignment, students must speak to the professor one week prior to the due date
- To receive an incomplete for a course at the end of the semester, two weeks before final exams, both the student and the faculty member must meet with the Assistant Director of Academic Affairs to review the request and if granted, they must both sign an Incomplete Contract detailing the terms for completing missing coursework.

Plagiarism Policy

PLAGIARISM WILL NOT BE TOLERATED IN ANY FORM:

The presentation of another person's words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

In the event of suspected or confirmed cases of plagiarism, the faculty member will consult first with the Assistant Director for Academic Affairs as definitions and procedures vary from school to school.

Writing Center

The NYU Florence Writing Center offers you feedback on any type of writing, at any stage in planning or drafting; very rough drafts are welcome. Sign up for an online consultation at the [Writing Center's website](#) and submit your working draft or ideas at least six hours in advance to [NYU Florence Writing Center](#). Please also note that the Writing Center does not correct or “fix” your writing but prompts you to think and work. The aim is to create stronger writers in the long term, not necessarily perfect papers in the short term.

Required Texts:

All available on NYUClasses.

Bryant, Adrienne, Leigh Brush, and Richard Wilk, “The History of Globalization and the Food Supply”, in Anne Murcott, Warren Belasco and Peter Jackson (eds), *The Handbook of Food Research* (London: Bloomsbury, 2016), pp. 34-49.

Counihan, Carole, “Historical Roots of Florentine Food, Family, and Gender”, in Carole Counihan, *Around the Tuscan Table: Food, Family, and Gender in Twentieth-Century Florence* (New York & London: Routledge, 2004), pp. 35-56.

Leitch, Alison, “Slow Food and the Politics of ‘Virtuous Globalization’”, in Carole Counihan and Penny Van Esterijk (eds), *Food and Culture: A Reader* (New York: Routledge, 2013), pp. 409-425.

Parasecoli, Fabio, “The Invention of Authentic Italian Food: Narratives, Rhetoric and Media”, in Roberta Sassatelli (ed.), *Italians and Food* (Cham: Palgrave Macmillan, 2019), pp. 17-41.

Spence, Charles, “Amuse Bouche” & “Taste”, in Charles Spence, *Gastrophysics: The New Science of Eating* (London: Viking, 2017), pp. xiii-xxvii & 1-20.

Internet Research Guidelines:

The careful use of internet resources is encouraged and a list of recommended websites will be given. Failure to cite internet and other non-traditional media sources in your written work constitutes plagiarism.

Class Assignments and Topics:

Session 1 – Wednesday 3 February

Introduction and Overview of the Course

Session 2- Wednesday 17 February

Florentine Food Culture in the Nineteenth Century

Counihan, Carole, “Historical Roots of Florentine Food, Family, and Gender”, in Carole Counihan, *Around the Tuscan Table: Food, Family, and Gender in Twentieth-Century Florence* (New York & London: Routledge, 2004), pp. 35-56.

Session 3 – Wednesday 3 March
Fascism, Food and the Senses

Spence, Charles, “Amuse Bouche” & “Taste”, in Charles Spence, *Gastrophysics: The New Science of Eating* (London: Viking, 2017), pp. xiii-xxvii & 1-20.

Session 4 – Wednesday 17 March
Food, Globalization and Migration

Bryant, Adrienne, Leigh Brush, and Richard Wilk, “The History of Globalization and the Food Supply”, in Anne Murcott, Warren Belasco and Peter Jackson (eds), *The Handbook of Food Research* (London: Bloomsbury, 2016), pp. 34-49.

TASTE OF CITY ESSAY DUE ON MONDAY 22 MARCH

Session 5 – Wednesday 31 March
Slow Food and the Postwar System

Leitch, Alison, “Slow Food and the Politics of ‘Virtuous Globalization’”, in Carole Counihan and Penny Van Esterijk (eds), *Food and Culture: A Reader* (New York: Routledge, 2013), pp. 409-425.

Session 6 - Wednesday 14 April
Food, Culture and Globalization: Tuscan Perspectives (To be confirmed)

Online synchronous session with Nicholas Dakin-Elliot, Horticultural Associate at NYU Florence’s Villa La Pietra.

Session 7 – Wednesday 28 April
The Search for Authentic Food Today

Parasecoli, Fabio, “The Invention of Authentic Italian Food: Narratives, Rhetoric and Media”, in Roberta Sassatelli (ed.), *Italians and Food* (Cham: Palgrave Macmillan, 2019), pp. 17-41.

Session 8 – Wednesday 12 May
Student Presentations (Final Exams Week)

URBAN FOOD PRESENTATION

Class Time Expectations

In light of the unique circumstances of blended instruction, we ask students to consider the following class time expectations to ensure a productive class:

- Prepare your workspace for class, limit non-class activities during synchronous class time.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- If deemed necessary by the study away site (i.e. a COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class. Consider using the chat function or “raise hand” function in order to add your voice to class discussions.
- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.

Final Exams

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the Office of Academic Support florence.academicssupport@nyu.edu as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period. There will be no final exam but a final presentation for this course.

Required Co-Curricular Activities

- 14 April: “Food, Culture and Globalization: Tuscan Perspectives”, online synchronous session with Nicholas Dakin-Elliot, Horticultural Associate at NYU Florence’s Villa La Pietra (To be confirmed).

Suggested Co-Curricular Activities

Students will be informed of suggested activities during the semester.

Your Instructor

Olivier de Maret holds a doctorate in history from the Vrije Universiteit Brussel and specializes in food studies. His research interests and publications focus on food systems, Italian cuisine, food history and the relationship between food, migration and identity.