FOOD-UE xxxx Food, Culture & Globalization: London (2 Credit)

Professor: Krishnendu Ray
Schedule: TBD
Location: TBD
Office hours: TBD

Draft Syllabus (v.1)

Title: Food, Culture & Globalization: London

Catalogue Description:
This course investigates current transformations in the food systems and cultures of London 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 London’s history? What kinds of systems have been built to provide energy, bring potable water into cities, take sewage out, and provide clean air?

Food is often cited as a total social fact that can tell a lot about a people, their friends and enemies, who they consider their superiors and inferiors, and their histories of settlement and mobility. Food is where nature meets culture and both are transformed. Food is dead organic matter consumed by living bodies to reproduce themselves. A people’s diet is dependent on their geography, although no people on earth eat everything edible in their environment, and they seek distant stimulants that their locales cannot support. Globalization was the product of the search for spices. In the process we appropriated coffee, tea, chocolate and sugar. Sugar got inseparably entwined with slavery. To be edible food has to be good to think with even when it has deleterious effects on the lives of animals and humans.

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. The sciences and the arts have engaged more fully with the distant senses, while ignoring the intimate significances of palatal taste, smell and touch; yet the latter are experientially rich and evocative. This course engages with the gap and the connection between everyday sensory experience and expert knowledge. Through lectures, readings, field trips students will master established facts and concepts about contemporary urban food cultures and produce new knowledge of the same.

Learning Objectives:

By the end of the course, students will be able to:

1. Identify key aspects of the food systems + cultures of London, UK.
2. Describe distinctive aspects of urban life, culture, and media in London.
3. Apply theoretical concepts of systems thinking, cultural analysis, urban studies, sociology, anthropology and food studies to the examination of London.
4. Analyze concepts of public space and private places in the British contexts and the role edibles play in those contexts (such as cafes, street corners, restaurants, vending carts, neighborhoods, etc.).
5. Analyze demographic and market data about produce, people, and identity.
6. Apply conceptions of race, ethnicity and gender to questions of commensality and hierarchy.
7. Develop research abilities and approaches by initiating in-depth projects.

This course fulfills the following requirements (please consult with your academic advisor; double-counting is not permitted):

- Cultures & Contexts MAP requirement for Steinhardt students
- Liberal Arts elective
- Unrestricted elective
- Counts toward the minor or major in Nutrition & Food Studies

**Weekly Readings & Assignments:**

**Week 1: Orientation, Syllabus, Requirements:**
**Class 1:** Orientation + Rules + Expectations

**Class 2: Mapping Current Production and Consumption**

**Class 3: Agricultural Land and Supplying the City**

**Class 4: Market and Supermarket**

**Class 5: The Kitchen**

**Class 6: At the Table: Gender and Generation**
Steel, Carolyn. 2013. *Hungry City.* London: Vintage (pp. 201-246)
Class 7: Waste

Class 8: Utopias?

Class 9: French Cuisine and English Cooking: Why the Difference?

Class 10: Empire and Food

Class 11: Curry and Chicken Tikka Masala

Class 12: Senses and Cities

Class 13: The London Cookbook

Class 14: New York City- A Comparative Frame

Class 15: Mcdonaldization and Slow Food

Class 16: Global Cities, Local Streets
(2) http://www.saskiasassen.com/PDFs/publications/The-Global-City-Brown.pdf

Class 17: City Food and Multi-Culturalism?

**Class 18: Sidewalk City: Is it Even Desirable?**

**Class 19: City, Nation and Taste**

**Class 20: Limits of the Anthropocene?**

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The above readings and lectures will be paired with field trips to water systems, waste disposal systems, markets, bazaars, migrant neighborhoods, gentrifying neighborhoods, fancy restaurants, pubs, museums, archives…

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**Paper 1 (3-page) – submitted electronically**
This paper should synthesize your sense of the city. It should do that by (a) engaging with your readings by drawing on one or two concepts – habits socialized; smellscapes; soundscapes; mapping; visualizing; globalization; etc. (b) developing comparisons between your experience of London and the authors’ experiences – what is similar and what is different; why do you think so? What is new and surprising about London to you? How did the readings make you re-think your experience of the city so far? (c) What are you imaging London to be? How you think it will be different or similar to your home city – in terms of layout, sightlines, smell and taste of the food available in cafes and on the street? (You can get into details such as: Will there be street vendors? Who might these vendors look like visually – racially, ethnically? What will the fish market look and smell like? Have you ever been to a fish market? Where are the fish markets? Etc.).

Tasks: (1) Build Research Teams (of 4 in each group) and Project Assignment (to be developed further and specified); (2) identifying an experience-based researchable problem; (3) mapping a neighborhood or ethnicity or identifying a site/shop/market; (4) field notes: visual, auditory, touch, taste, smell.

**Participation** will be based on
(a) attendance in classroom and field trips
(b) rate of participation in class and on field trips
(c) quality of participation – relevance, complexity, depth, comparative scope of comments, questions, and observations
(d) ways to demonstrate good participation are to ask questions in class and at field sites; draw attention to a recently published article (relevant to the assigned readings for the day) and present it succinctly to your peers
(e) reflection after field trips – think about one thing that surprised you that day; why?
(f) through the field trips you will get reflection questions that you must address orally or in written form (as outlined by the instructor).

The 3-page (double-space, 12-font) Response Paper
If it is a paper, it must do the following:
1. Have a title
2. Summarize the main argument/s of the author/s
3. Concentrate on one or a few of the arguments in the response
4. Justify the selection of that particular argument
5. Critique:
   a. Tell me what is good and compelling about it
   b. Tell me why it is so - evidence, logic, language, voice, analysis, etc.
   c. Tell me what is weak
   d. Tell me why it is so
   e. Tell me what else you would have liked to know about the subject, why?
   f. You may do the above by comparing with another reading from the curriculum or outside of it.

To get full points for the response papers you have to do the above in the following manner:
1. No errors of language and grammar
2. Original critical insight
3. Eloquence
4. Compelling argument
5. Capacity to develop critical distance from own argument

The 10-page (double-space, 12-font) individualized Research Paper (10% of grade) and Group Presentation (10% of grade)
The paper must do the following:
1. Pose a researchable question
2. Summarize scholarly research on and around the topic (decided in consultation with the instructor)
3. Elaborate on data collection methods
4. Analyze data (quantitative, qualitative, mapping, etc.)
5. Summarize the conclusion reached (and point to future research)

Further elaboration on the 10-page group paper & presentation:
For your culminating project you will write an approximately 10 page research paper on a topic of your group’s choosing, accompanied by an oral presentation (approx. 20 minutes for the group) in the final weeks of the semester.
**Topic**
You may choose to pursue further a topic that we are exploring in class, or examine an area of academic interest in consultation with the instructor.

**Procedures and Requirements**

1. **Conduct a search in the library for material on your topic.** Check with the reference librarian, do a Bobcat/ONLINE search, explore the Internet, look through encyclopedias, magazines, newspapers, archives, interview people, etc. Having "too much" information, if such a thing is possible, is much less of a problem than too little. See me for ideas, visit the reference desk at the library, talk to anyone who might be of help.

2. **Your bibliography must contain at least 5 sources.** These can be drawn from a variety of sources (books, scholarly journals, popular magazines, newspapers, cookbooks, internet) but a substantial number (about 3) must be books and articles of a scholarly nature (peer-reviewed, footnotes, relatively independent of advertising, usually plain-looking with few photographs). Use your critical media sense.

3. **Try to incorporate primary data of some kind.** While I realize it is impossible to conduct a substantial amount of primary research in such a short time, it is important to include, to your best ability, some element of primary data, whether old newspaper/magazine/advertisements, old cookbooks or recipe cards, restaurant menus, diaries, statistical records, interviews, interview data generated by yourself, visual ethnographies (such as facades of shops, restaurants and markets), smells, architecture, neighborhoods, etc.

**Mechanics**

1. As with all college papers I expect your paper to be typed, double-spaced. Your paper should be stapled (no slick covers, etc), and pages numbered. It should also have a title.

2. **Make sure you provide an argument, encapsulating the scope and framework of analysis of the entire paper.** Provide examples and evidence to support any claims you make; be careful to provide citations to indicate the origin of your quotes and paraphrased references. Information, even if not directly quoted, needs to be cited with footnotes or parenthetical endnotes. I will expect at least 3 scholarly references (books, scholarly articles), as well as any other materials you use (newspapers, popular magazines, surveys, pamphlets, etc.), for a total of at least 5 sources.

3. **Check the rules of plagiarism.** NYU has a clearly stated policy on plagiarism—read and follow it please.

4. Papers need to be free of typographical and grammatical errors. Consult a style manual if you have questions, and make use of the Writing Center.

5. And finally, please turn your paper in on time; late papers receive a drop in grade.
Presentation

You should be well-prepared, and do your best to make the presentation interesting, informative, and worth the time of your classmates and myself. Practice beforehand so you know how much time it takes to get through, dress as if you are trying to make a good overall impression. You should include in your presentation anything that will help explain your project to the rest of the class: slides, photos, other objects, handouts, etc. Use note cards to help you through the material. Look up and out to the audience, instead of down at your notes.

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Grading

40% - Participation
40% - Two, 3-page (double-space, 12-font) response to the assigned readings AND/OR two pictures, caption and commentary AND/OR experiences; if you write about the readings bring your experience into it; and if you write about your experiences bring the concepts and arguments from the readings into it.
10% - 10-page (double-space, 12-font) individualized research paper
10% - group presentation based on project

Note: You are expected to read about 200 pages of text of varying density per week

Evaluation Rubric

A= Excellent - This work is comprehensive and detailed, integrating themes and concepts from discussions, lectures and readings. Writing is clear, analytical and organized. Arguments offer specific examples and concisely evaluate evidence. Students who earn this grade are prepared for class, synthesize course materials and contribute insightfully.
B=Good - This work is complete and accurate, offering insights at general level of understanding. Writing is clear, uses examples properly and tends toward broad analysis. Classroom participation is consistent and thoughtful.
C=Average - This work is correct but is largely descriptive, lacking analysis. Writing is vague and at times tangential. Arguments are unorganized, without specific examples or analysis. Classroom participation is inarticulate.
D= Unsatisfactory - This work is incomplete, and evidences little understanding of the readings or discussions. Arguments demonstrate inattention to detail, misunderstand course material and overlook significant themes. Classroom participation is spotty, unprepared and off topic.
F=Failed
This grade indicates a failure to participate and/or incomplete assignments

A  = 94-100   A- = 90-93   B+ = 87-89   B  = 84-86   B- = 80-83   C+ = 77-79   C  = 74-76
C-  = 70-73   D+ = 65-69   D  = 60-64   F  = 0-59

Statement on Academic Integrity
Students are expected-often required-to build their work on that of other people, just as
professional researchers and writers do. Giving credit to someone whose work has helped you is expected; in fact, not to give such credit is a crime. Plagiarism is the severest form of academic fraud. Plagiarism is theft. More specifically, plagiarism is presenting as your own:
*a phrase, sentence, or passage from another writer's work without using quotation marks;
*a paraphrased passage from another writer's work
*facts, ideas, or written text gathered or downloaded from the Internet;
*another student's work with your name on it;
*a purchased paper or "research" from a term paper mill.

Other forms of academic fraud include:
*"collaborating" between two or more students who then submit the same paper under their individual names.
*submitting the same paper for two or more courses without the knowledge and the expressed permission of all teachers involved.
*giving permission to another student to use your work for a class.

Term paper mills (web sites and businesses set up to sell papers to students) often claim they are merely offering "information" or "research" to students and that this service is acceptable and allowed throughout the university. THIS IS ABSOLUTELY UNTRUE. If you buy and submit "research," drafts, summaries, abstracts, or final versions of a paper, you are committing plagiarism and are subject to stringent disciplinary action. Since plagiarism is a matter of fact and not intention, it is crucial that you acknowledge every source accurately and completely. If you quote anything from a source, use quotation marks and take down the page number of the quotation to use in your footnote.

Consult Chicago Style Guide for accepted forms of documentation, and the course handbook for information on using electronic sources. When in doubt about whether your acknowledgment is proper and adequate, consult your teacher. Show the teacher your sources and a draft of the paper in which you are using them. The obligation to demonstrate that work is your own rests with you, the student. You are responsible for providing sources, copies of your work, or verification of the date work was completed.

For more information on avoiding plagiarism and proper use of internet citation, we recommend visiting these websites:
“What Is Plagiarism at Indiana University?” Indiana University. A tutorial that tests your ability to understand and avoid plagiarism.
Virtual Salt. “Citing Web Sources MLA Style.” By Robert Harris. Guidelines to what to cite and how to cite in Modern Language Association style.
“How to Avoid Plagiarism.” Northwestern University. A comprehensive site about academic integrity and citing sources.

Accommodations:
Any student who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities www.nyu.edu/csd
726 Broadway, 2nd Floor
New York, NY 10003
**Phone:** 212-998-4980
**Fax:** 212-995-4114
**Email:** mosescsd@nyu.edu
**Hours of Operation:** Monday-Friday, 9am-5pm