

SAMPLE SYLLABUS

[Food, Culture & Globalisation: London]

[FOOD-UE 9184L01]

NYU London: Fall 2022

Instruction Mode: In-person

Lecturer Information

- Dr. Marina Chang
- Instructor office hours: by appointment

Course Details

- Alternate Tuesdays, 4pm – 6:45pm (From 6th September to 29th November; 7 Sessions in total; with a final exam/presentation in December 2022)
- All times are [GMT] (Daylight Saving Time ends 31 October).
- Location: G05

Course Description

Food, Culture and Globalization, underpinned by an interdisciplinary and transdisciplinary approach, will explore current transformations in the food systems and cultures of London under conditions of globalization. Specifically, through lectures and assignments, we will ask how produce, people and animals have interacted to make life possible in modern London and in cities more broadly. We question how those interactions have changed over time and the impact of changing modes of food production, distribution, and preparation on human health, knowledge systems, livelihoods, social relations, and the natural environment. We also consider the built environment and the kinds of systems that have been built to provide energy, potable water, provide clean air and process waste. Through lectures, readings and various activities, students will master established facts and concepts about contemporary urban food cultures and produce new knowledge about them.

Students taking this course are likely to be committed to an integration between theory and practice. This could include: how you translate your learning from the course into your everyday food practices; how your own choices can improve the food chain; practical tips in cultivation; campaigning through social movements; setting up your own projects and many

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more. And how these practices can further enhance, challenge and/or inspire new thinking of theories, concepts and ideas learned from the course.

Course Objectives

- To gain a fundamental understanding of food from an interdisciplinary and transdisciplinary perspective
- To develop an appreciation for the historical, geographical, biological, social and cultural diversities of food production, distribution and consumption and their relationship to social and environmental relations
- To grasp distinctive aspects of London's urban life through the lens of food with an emphasis on natural and built environment, foodways and foodscapes, sustainability, health, nutrition and wellbeing.
- To establish critical perspectives for key debates on food issues and acquire practical tools and skills to engage with changes in food systems in London and other cities.

Attendance & Assessment Components

Assignments / Activities	Description of Assignment	% of Final Grade	Due
Class participation / attendance	You are expected to contribute to the class through your comments, ideas and attendance and through sharing of your responses to the task(s).	10%	Throughout the course
Assignment 1	<p>Exploring a neighbourhood (or an area) in London through its foodscapes (e.g. supermarkets, community gardens, cafes & restaurants, street food stands, food banks, community kitchen, etc.).</p> <p>In a short essay (up to 500 words) you need to describe and explain your chosen neighbourhood in London through its diverse foodscapes with images. What can you learn about this part of London through its foodscapes (e.g. historical, socio-economic, cultural,</p>	20%	Due on 19 th September (student presentations on 20 th September)

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Assignments / Activities	Description of Assignment	% of Final Grade	Due
	<p>political, and ecological dimensions)?</p> <p>Justify your explanation with evidence. Why should we believe your interpretation?</p> <p>You need to print out your assignment in colour (text & images) and bring it to the class on 20th September for group discussion.</p>		
Assignment 2	<p>Through research, identify a recipe for a dish eaten in the UK or its diaspora in the contemporary moment or in the past.</p> <p>You should explain why you choose this recipe. Your analysis should address who specifically ate this dish, what is its origin and what is the history of its ingredients. How does this recipe and or the dish engage with issues of class, ethnicity, race and gender.</p> <p>You might also reflect upon topics such as politics, religion and worldviews relevant to the time in which the dish/recipe and the source that led you to this food was produced and how those may have changed. You should also describe the sensory effects of the dish and its ingredients.</p> <p>The word limit for this assignment is 1000 words.</p> <p>You will also need to deliver a 5-minute presentation based on your essay at the class.</p>	30%	Due on 14 th November (student presentations on 15 th November)
Assignment 3	The final assignment is a group project of 4-5 people. Choose one of the current key debates over the	40%	Due on 12 December (student

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Assignments / Activities	Description of Assignment	% of Final Grade	Due
	<p>future of food and farming in London. There are two parts of this assignment:</p> <p>Part 1: In your individual essay, you should cover the main issues around your chosen debate, key literature, your analysis, perspectives, and positions in relations to your chosen debate, and how you will continue to engage with the debate (intellectually and practically) beyond this course.</p> <p>Part 2: Each group will make a 10-minute presentation based on your individual inputs and group discussions. In your group presentation, you can also discuss any different perspectives among your group and how you come to consensus or not. In the end of presentation, you will need to respond to any questions (hopefully more critical and challenging) associated with the debate raised at the class.</p>		presentations on 13 th December)

Assessment Expectations

Letter Grade	Grade Percentage	Description
A-range	A = 93-100% A- = 90-92%	The work makes excellent use of empirical and theoretical material and offers well-structured arguments in his/her work. The work shows strong evidence of critical thought and extensive reading.

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Letter Grade	Grade Percentage	Description
B-range	B+ = 87-89% B = 84-86% B- = 80-83%	The work shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.
C-range	C+ = 77-79% C = 74-76% C- = 70-73%	Work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.
D-range	D+ = 67-69% D = 65-66%	The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.
F	F = below 65%	The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

Course Materials

Required Text(s) & Materials

- Links to electronic versions of learning materials will be provided where possible.

Optional Text(s) & Materials

- Bibliographies and links to optional learning materials will be provided as part of the description of each week's lecture.
- Some general sources that are relevant to the course are:
 - Anderson, Colin et al. (eds.) (2017). *Everyday Experts: How people's knowledge can transform the food system*. Coventry university.
(<https://www.coventry.ac.uk/globalassets/media/global/08-new-research-section/signposts/everyday-experts-complete-new.pdf>)
 - Caplan, Pat (ed.) *Food, Health and Identity*. London: Routledge.
 - Kneafsey, Moya, Damian Maye, H. Holloway, and D. Goodman. (2020). *Geographies of Food*. London: Bloomsbury.
 - Pilcher, Jeffrey (ed.) (2012). *The Oxford Handbook of Food History*. Oxford University Press
 - Steel, Carolyn (2006). *Hungry City: How Food Shapes our Lives*. London: Vintage Books.
 - Spence, Charles (2017). *Gastrophysics: The New Science of Eating*. New York: Viking.

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- Sutton, David E. (2010). Food and the Senses, *Annual Review of Anthropology*, vol. 39:209-223.
- Patel, Raj. (2012). *Stuffed and starved: The hidden battle for the world food system*. Melville House Pub.
- Vivero-Pol, JL. et al (eds.) 2019 Routledge Handbook of Food as a Commons. London: Routledge.
- Watson, James L., & Jakob A. Klein. (eds.) (2016). *The Handbook of Food and Anthropology*. London: Bloomsbury Academic.

Resources

- Access your course materials: [Brightspace](#)
- NYU London and Living in London Info: [LDN](#)
- Databases, journal articles, and more: [Bobst Library](#)
- Assistance with strengthening your writing: [NYU Writing Center](#) (nyu.mywconline.com)
- Obtain 24/7 technology assistance: [IT Help Desk](#)

Course Schedule

Topics & Assignments

Week /Date	Topic	Reading	Assignment Due
Session 1 6th Sept.	a. Introduction and overview; students' introduction, including their motivations for taking this course and 3 personal learning goals b. Foodways and foodscapes c. Bloomsbury food walk, ending at Calthorpe Community Garden	Steel, Carolyn (2006). <i>Hungry City: How Food Shapes our Lives</i> . London: Vintage Books. Chapter 2 "Supplying the City" and Chapter 3 "Market and Supermarket" Collingham, Lizzie. (2017) <i>The Taste of Empire: How Britain's Quest for Food Shaped the Modern World</i> . London: Ramdon House (Chapter 2) Camp, Charles. "Foodways in everyday	Task 1: Find a food-related image and tell a short story of yourself. You should include why you select this image and what we can know something new about food; and why you are interested in this course. Task 2: Submit your 3 personal learning goals. Learning goals may not include grade or performance objectives.

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Week /Date	Topic	Reading	Assignment Due
		<p>life." American Quarterly 34, no. 3 (1982): 278-289.</p> <p>Maggie R, et. Al. (2016) Identity, food and landscape character in the urban context, Landscape Research, 41:7, 757-772.</p>	
<p>Session 2 20th Sept.</p>	<p>a. Student sharing and discussion of their explorations of foodscapes around the neighbourhood (e.g. near NYU London), i.e. based Assignment 1</p> <p>b. Food studies from an interdisciplinary & transdisciplinary approach; diverse knowledge systems of food; the focus of a global city, London (co-facilitated with a guest speaker, Dr. Graciela Romero)</p>	<p>Nicolescu, B. (2010) Methodology of Transdisciplinarity- Levels of Reality. Logic of the Included Middle and Complexity. Sobh, R. and Perry, C., (2006) Research design and data analysis in realism research. European Journal of marketing.</p> <p>Anderson, C. et al. (eds.) (2017). Everyday Experts: How people's knowledge can transform the food system. Coventry university. (https://www.coventry.ac.uk/globalassets/media/global/08-new-research-section/signposts/everyday-experts-complete-new.pdf) (Introduction)</p>	
<p>Session 3 4th Oct.</p>	<p>Guest speaker: John Letts (heritage grain; sustainable / localised grain economy; the role of the city for the heritage grain movement in the UK)</p>	<p>Letts, John (2019). Continuous Grain Cropping (https://www.thelandmagazine.org.uk/articles/continuous-grain-cropping)</p>	<p>Task 1: Tell a story of bread (ideally with images) Do you eat bread? What kind of bread? Where do you get your bread? Is bread an important part of your food culture in</p>

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Week /Date	Topic	Reading	Assignment Due
		<p>Letts, John (2022) Restorative Continuous Cropping Using Heritage Cereals (https://www.youtube.com/watch?v=znkEL4iKaeQ)</p> <p>Biel, Robert. (2016). Sustainable food systems. UCL press. (https://www.uclpress.co.uk/products/83490)</p>	<p>your country? Do you know what flour used in your bread? Do you bake your own bread?</p>
<p>Session 4 18th Oct.</p>	<p>Guest speaker: Dr. Catherine Walker)</p> <p>Evolution of UK cheesemaking with a cheese tasting experience</p>	<p>White, N., 2018. The Evolution of the British Cheese Industry. Society of Dairy Technology. Pages 1-30.</p> <p>Cheddar Man (ancient human remains in Cheddar Gorge, UK)</p> <p>Brace, S., Diekmann, Y., Booth, T.J., van Dorp, L., Faltyskova, Z., Rohland, N., Mallick, S., Olalde, I., Ferry, M., Michel, M. and Oppenheimer, J., 2019. Ancient genomes indicate population replacement in Early Neolithic Britain. Nature Ecology & Evolution, 3(5), pp.765-771.</p> <p>British Neolithic milk consumption</p> <p>Charlton, S., Ramsøe, A., Collins, M., Craig, O.E., Fischer, R., Alexander, M. and</p>	

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Week /Date	Topic	Reading	Assignment Due
		<p>Speller, C.F., 2019. New insights into Neolithic milk consumption through proteomic analysis of dental calculus. <i>Archaeological and Anthropological Sciences</i>, 11(11), pp.61</p>	
<p>Session 5 1st Nov.</p>	<p>a. Nutrition, health and wellbeing; b. Food security, food sovereignty, food justice.</p>	<p>Seufert, P (2020). We are nature! Human rights, environmental law, and the illusion of separation, in <i>Right to Food and Nutrition Watch, Overcoming Ecological Crises: Reconnecting Food, Nature and Human Rights</i>, Issue 12, pp 6-16 (10 pages) https://www.righttofoodandnutrition.org/watch</p> <p>Caplan, Pat (2005). "Approaches to the study of food, health and identity". In: P. Caplan, (ed.) <i>Food, Health and Identity</i>. London: Routledge, p. 1-31.</p> <p>Pershhouse, Didi. (2020). "The Soil Sponge: Collaborating with the Work of Other Species to Improve Public Health, Climate Change, and Resilience" in Quilley, Stephen; Zywert, Katharine (eds.) <i>Health in the Anthropocene</i>, Toronto: University of Toronto Press. p.266-</p>	<p>Task 1: Share a community food initiative in London and/or in your hometown you have involved with or you are aware of.</p>

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		<p>28 (https://ucl-newprimo.hosted.exlibrisgroup.com/primoexplore/fulldisplay?docid=TN_cdi_walterdegruyter_book_s_10_3138_9781487533410_018&context=PC&vid=UCL_VU2&lang=en_US&search_scope=CSCOP_UCL&adapter=primo_central_multiple_fe&tab=local&query=any,contains,pershouse%20the%20ecology%20of%20care)</p>	
<p>Session 6 15th Nov.</p>	<p>Student presentations (recipe) – based on the Assignment 2</p>		
<p>Session 7 29th Nov.</p>	<p>How to change things and possible entry points for change: the role of science & technologies; values & ideologies; policies & institutions; individuals & collective; scales (from body, local to global)</p>	<p>Green, Duncan. (2016). <i>How Change Happens</i>. Oxford: Oxford University Press. (https://library.oapen.org/bitstream/handle/20.500.12657/32066/618650.pdf?sequen)</p> <p>Cabannes, Yves, and Cecilia Marocchino, (eds.) (2018). Integrating food into urban planning. UCL Press. (https://www.uclpress.co.uk/products/111613)</p> <p>Just Space: Community groups supporting each other (https://justspace.org.uk/); London Universities and Community Groups</p>	<p>Task 1: What's your agency for change? Do you have any particular concerns or problems in our food and farming systems that you want to get involved and help change? Why and how? What are the possible foreseen challenges and opportunities?</p> <p>Task 2: Reflections on the paper, entitled, Ujuaje, Mama D. and Chang, Marina. (2020). "Systems of Food and Systems of Violence: An Intervention".</p>

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Week /Date	Topic	Reading	Assignment Due
		Working Together: A community-led initiative (https://justspacelondon.files.wordpress.com/2019/10/justspaceucfinal-23-oct2019.pdf) Ujuaje, Mama D. and Chang, Marina. (2020). "Systems of Food and Systems of Violence: An Intervention". <i>Sustainability</i> 12(17), 7092 (https://doi.org/10.3390/su12177092).	
Session 8 13 th Dec.	Assignment 3: student presentations		

Final exams

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the London Academics team (nyul.academics@nyu.edu). Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Academic Honesty, Plagiarism and Late Work

Students at Global Academic Centers must follow the [University and school policies](#). You can find details on these topics and more on this section of our NYUL website (<https://www.nyu.edu/london/academics/academic-policies.html>) and on the Policies and Procedures section of the NYU website for students studying away at global sites (<https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html>).

Attendance

Key information on NYU London's absence policy, how to report absences, and what kinds of absences can be excused can be found on our [website](#) (<http://www.nyu.edu/london/academics/attendance-policy.html>)

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To ensure the integrity of the academic experience, class attendance is required and expected promptly when class begins. These rules apply to class excursions and activities as well.

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations, but must follow NYU London's absence reporting procedure. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Pronouns and Name Pronunciation (Albert and Zoom)

You can edit your pronoun and name pronunciation information on your Albert account, making it visible for faculty and staff. Information on how to do this can be found on the [Pronouns and Name Pronunciation web page](#), and for more information on how to make these changes in Zoom, please see the [Personalizing Zoom Display Names website](#).

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community. For more information, including how to report an incident, visit the [Bias Response Line website](#).

Your Lecturer

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Dr Marina Chang is the Head of Programmes for the Grand Challenges of Sustainable Cities and Transformative Technology at University College London (UCL). She is also a lecturer for the course, "Food, Culture and Globalisation: London" at NYU-London.

Her career has enabled her to cross boundaries between academia, industry, businesses, public sector and community / volunteer sector. She has a proven track record of inspiring and empowering numerous 'researchers' inside and outside the university to initiate, debate and collaborate for the kind of research, innovation and global engagement that is required to address many grand challenges the world is facing.

Prior to joining UCL, she was an Assistant Professor at the Centre for Agroecology, Water and Resilience at Coventry University. Her research has focused on food and the city; food, health and wellbeing; food commons; decolonising food geographies; agroecology and data science; and the heritage grain movement in the UK.

She holds a PhD in Development Planning from the Bartlett Development Planning Unit, and MSc in Urban Studies, both at UCL.