

Liquid History: Beverages and Drink in Society**Food and Drink in Modern Society****HIST 4104 L21 (CRN 10161)****Attributes: Interdisciplinary Capstone Core (ICC), International Studies (INST),****INST: Intl Track Global Aff ISIN****TWR 6:00-9:00pm + field trips Summer 2019****Dr. Jonathon Appels Phone: (212) 242-1664****Course Description:**

As centers of significant human rituals, liquid and solid food are often studied by a range of humanists. Food is connected to the human and animal body, health, social relations, identity, and forms of ideology. Are we what we eat? This course examines the role food has played in shaping cultural practices throughout the world, including cultural notions of race, gender, sexuality, and class. We will also consider how the history of sensation has not been systematically researched. Students will explore changing concepts of beverages and food through time, and modes of food practices, production, and consumption. Through readings, seminar discussion, visits to cultural events, visits to local ethnic and organic markets, site observations, and on occasion sharing meals throughout the semester, this class will celebrate the cultural traditions of food and drink activity. In addition, we will consider how healing practices are related to both food diets and abstinence. The desire for oral pleasure, whether liquid or food stuffs, has become a mainstay of American culture, at least since the 1960s. Is this hunger for sensation and taste ever satisfied? Which oral pleasures are nutritive? How can individuals distinguish between “true” pleasures and the daily offerings from the mass marketing of “flavors” within popular culture?

During this interdisciplinary capstone seminar, we will use both historical and literary analysis to explore the rich history, social practices, and cultural meanings of food and drink in the modern world (with some reflection on the diets of ancient civilizations). We study the evolution of specific foods and beverages, and we examine how they have been consumed, both in public places

and in the home. We also work with research from many academic disciplines, including anthropology, sociology, and histories of the arts. Students will gain a fuller understanding of the place of food and drink in differing societies and historical periods, and how these changes have been recorded and noted over the centuries.

A particular focus of the Summer 2019 course will be the relation of the arts to food and liquid consumption, especially the arts of museums, galleries, and performances. We will take advantage of the (mostly free) performances and art exhibitions available in July. We are especially curious about the atmospheric elements of art: how the ambiance of art and performance effects digestion. How and what do painters, sculptors, dancers, musicians, and actors really eat and drink? And what do we eat and drink when watching artists, and when looking at their work? How is our digestion effected by art? How do we digest art?

Note: We will vote during the first week as to the optimal day for our picnic and bonfire trip to Asbury Park beach.

Pedagogic Style and Content:

This course employs Socratic methods (non-rhetorical questions) to stimulate ideas, focused discussions, and to build critical and creative thinking methods for stronger and clearer reading and writing. While I do not lecture at length per se, and I offer a soft-spoken voice, the Socratic method I use, along with discussion and movement practices, produce lecture-like instruction and material for those with attentive listening skills.

In addition, we utilize site observations (field site visits, performances, museums, galleries, nature sites, etc.) to enhance the content of the course and to stimulate the required and recommended readings. This follows the Fordham Lincoln Center motto (inscribed above the escalators), “New York is my campus. Fordham is my school.” If this style of instruction is not comfortable for you, I recommend that you do not stay in this course, but rather switch to a different type of class with other instructional methods.

We make use of simple body stretches and poses (yoga, tai chi, qi gong, theatre games, etc.) in order to focus the attention of the mind and body to the work of the class. My intent is experiential: the development of mind and body as they are linked to your growth as human beings with an understanding of your place in the world, and your responsibility and caring for other human beings and all creatures of the world. Please feel free to discuss with me early in the semester if you would prefer switching to another type of class.

If you do not have a sense of the learning outcome of this discussion-based approach, it is your responsibility to speak with me within the first two weeks of class. I would like to help you see how discussion, Socratic questions, and simple movements generate feelings and ideas which, when combined with the written work, and the site visits, result in a fuller articulation of the concerns and issues of intellectual and humanistic study.

Grading Criteria:

The following assignments assume the clarification of a theoretical position:

40% One 12-15 page research paper (**due July 25**)

30% Idea Book (25 pages): **due July 18** (please submit a copy, not your original)

10% Class participation and attendance

20% Four oral presentations (comparing influences from at least two different cultures, and two differing historical periods)

Late papers will be downgraded one grade per week late. No email submissions. Papers should be proofread for all grammatical and typographic errors before submission. Multiple grammatical errors will lower the overall grade. More than three typographical or grammatical errors on a single page can be graded no higher than a C. Two errors on a single page can be graded no higher than a B. This is an active seminar, and you will need to be a proactive student, rather than a passive one!

Attendance Policies:

No more than two absences or you risk failing the course. Tardiness of more than half an hour counts as a full absence.

Discussion Groups:

Students will be part of Discussion Groups. If you have forgotten the homework, or are absent, and are not clear on the assignment, you can contact your President or Vice President, or any member of your Discussion Group, as well as anyone else in the class through the President and Vice President of each Discussion Group. In short, your first resource is each other. If your questions are not clarified through that means, then feel free to call me by leaving a message at my home number (212) 242-1664. Please be sure to pronounce your phone number on my answering machine since I do not have caller recognition.

Requirements for the Idea Book:

The Idea Book is a form of free writing, that is, writing without grammatical concerns, or subject restrictions (as long as the writing is linked to the work of the class).

- 25 pages typed (14 font, double-spaced) or handwritten (single-spaced)
- Page numbers must be included (paginated)
- Include Table of Contents as the first page with a list of the trips taken and the corresponding page numbers
- The content is concerned with your individual impressions and interpretations of the required books, class discussions, and the site visits.
- Also consider your reflections on how your academic work is connected to the rest of your life.
- Discuss how the physically expressive pedagogies and sensibilities you are discerning in this course relate to the development of your ideas and creativity.
- Writing is a stream of consciousness thought process: associational thinking, and not structured, similar to a diary, a journal, or blogging.
- A minimum of one thoughtful quotation should be from the required readings, and should be linked to each cultural event
- Illustrations and photographs are limited to one full page

Requirements for Research Paper:

- 12-15 pages, double spaced, 14 font
- Refer to all the site visits
- Thesis as part of the introduction
- Restatement of thesis as part of the concluding paragraph, and introduction of a secondary thesis
- Integrate one quote each from the six books you have read.
- Integrate two scholarly quotes (from outside sources, not from the six required books you have read in this class)
- Develop thoughtful transitions between the books and the site visits
- Note: Quotes should be between one and four sentences long.
- Use MLA Format
- Works Cited page required
- Prompt: TBA

Oral Presentation Guidelines:

-- Presentations are three to four minutes. The breakdown is as follows (in any sequence you prefer):

One minute – presentation of your handout

One minute – teach movement ideas and techniques to your group

One minute - lead a discussion by providing inciteful questions

-- You must use four quotes from the book you are presenting. All quotes must be four to five sentences in length.

-- You need to have two sentences after each quote which explain what you believe the passage means for the writer's thesis, and two sentences after each quote that explain your own response to the quote. These four sentences should give a wider context to the quote, and will help you build a bridge to your own thesis.

-- You need two additional quotes for your presentation (also four to five sentences in length) from scholarly sources which help to interpret and contextualize the book and the author, and that help to show the book in a wider, interdisciplinary context. Explain in two sentences after each scholarly quote how these passages help to build a relationship between your own thinking and that of the author.

-- Include a one to two page synopsis of the book.

-- Include a biography of the author (linked to those unusual facts that are of particular interest to you).

-- Present a physically embodied and expressive movement sequence response that reveals an important element in the book and codifies the concerns of the book (two to three minutes).

-- You must bring typed copies for everyone in the class plus the instructor. If students are absent the day of your presentation, please write their names on your extra copies and give them their copies at the subsequent class.

-- Students who do not have these handouts for all students by the start of the class will forfeit the opportunity to make a presentation on that day. The presentation will instead be given as a late presentation the following week and will receive a grade of at least one grade level lower when the presentation is given.

Course Objectives:

- To help students develop a wide tolerance, respect, and understanding of distinctive historical variations in customs, rituals, traditions, and institutional structures that shape the lived experience around practices of beverage and food consumption, taste, individual and social pleasure
- To examine the food, nutrition, and pleasure narratives of American cultures from an international perspective and to analyze how those narratives have been construed, and in what way
- To see how a global perspective on beverages and food can help students appreciate history, language, the arts, and bodily expression within varied populations and subcultures throughout the world
- To increase knowledge of cross-cultural variation in customs and lived events as they surround beverage and food production, harvesting, growing, distribution, consumption, and health practices, as well as care of the body
- To develop methods of problem solving and research focused on the history of cultural food expression and global food needs
- To foster respect and an understanding of differing world views and historical periods
- To develop a wide spectrum of writing skills and oral presentation skills
- To support and expand critical and creative thinking skills
- To enhance reading and comprehension skills as part of scholarship and research

Required Class Texts:

Hanh, How to Eat

Chen, Food, Medicine, and the Quest for Good Health

Pollard, John K., The Digestive Awareness Diet: You Are How You Eat

Required Texts: (Choose two of the following)

Barks (ed), The Essential Rumi

Laufer, Organic: A Journalist's Quest to Discover the Truth Behind Food Labeling

Chen, Breathing Spaces: Qigong, Psychiatry, and Healing in China

Nelson, Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination

Maurice Merleau-Ponty, The Phenomenology of Perception

Domingos et al. (eds.), Food Between the Country and the City: Ethnographies of a Changing Global Foodscape

Mintz, Tasting Food, Tasting Freedom: Excursions into Eating, Power, and the Past

Watson and Caldwell (eds.), The Cultural Politics of Food and Eating: a Reader

Sutton, Remembrance of Repasts: An Anthropology of Food and Memory

Timmerman, Where Am I Eating An Adventure Through the Global Food Economy

Turner, Food Plants of Coastal First Peoples (Royal BC Museum Handbooks)

Lupton, Food, the Body and the Self

Kouda, Eating Light, Eating Right: Eating Light to Save Our Planet

Foucault, The History of Sexuality, volumes 1-3

Michio Kushi and Alex Jack, The Cancer Prevention Diet, Revised and Updated Edition: The Macrobiotic Approach to Preventing and Relieving Cancer

Aveline Kushi, Aveline Kushi's Complete Guide to Macrobiotic Cooking: For Health, Harmony, and Peace

Rones and Silver, Sunset Tai Chi: Simplified Tai Chi for Relaxation and Longevity

Bryant, The Yoga Sutras of Patañjali: A New Edition, Translation, and Commentary

Goody, Food and Love: A Cultural History of the East and West

Young (ed.), The Hungry Ear: Poems of Food and Drink

Echevarría, Cuban Fiestas

Frank, Bananeras: Women Transforming the Banana Unions of Latin America

Pilcher, Que vivan los tamales!: Food and the Making of Mexican Identity

Coleman, Food: Ethnographic Encounters

Wilk (ed.), Fast Food/Slow Food: The Cultural Economy of the Global Food System

Kurlansky, Cod: A Biography of the Fish that Changed the World

Menzel and D'Aluisio, Hungry Planet: What the World Eats

Gabaccia, We Are What We Eat: Ethnic Food and the Making of Americans
 Weismantel, Food, Gender, and Poverty in the Ecuadorian Andes
 Pollan, In Defense of Food: An Eater's Manifesto
 Gottlieb, Food Justice
 Gayeton, Local: The New Face of Food and Farming in America
 Bennett, Emotional Yoga: How the Body Can Heal the Mind
 Hamsun, Hunger
 Shields, Reality Hunger: A Manifesto
 Lobel, Urban Appetites: Food and Culture in Nineteenth-Century New York
 Caws, Food, Art, and Connections
 Whitman, Leaves of Grass
 Paarlberg, The United States of Excess: Gluttony and the Dark Side of American Exceptionalism
 Jurafsky, The Language of Food: A Linguist Reads the Menu
 Jurafsky, Local Foods Meet Local Foodways: Tasting History
 Schivelbusch, Tastes of Paradise: A Social History of Spices, Stimulants, and Intoxicants
 Norton, Sacred Gifts, Profane Pleasures: A History of Tobacco and Chocolate in the Atlantic World
 Cargill, The Psychology of Overeating: Food and the Culture of Consumerism
 Holmes, Flavor: The Science of Our Most Neglected Sense
 Bitar, Diet and the Disease of Civilization
 DuPuis, Dangerous Digestion: The Politics of American Dietary Advice
 Julier, Food and Culture
 Julier, Eating Together: Food, Friendship and Inequality
 Moss, Salt Sugar Fat: How the Food Giants Hooked Us
 Parkin, Food Is Love: Advertising and Gender Roles in Modern America
 Wolf, The Beauty Myth: How Images of Beauty Are Used Against Women
 Bordo, Unbearable Weight
 Cairns, Food and Femininity
 Mintz, Tasting Food, Tasting Freedom
 Kiple, A Movable Feast: Ten Millennia of Food Globalization
 Tucker, Coffee Culture: Local Experiences, Global Connections
 Schwartz, Travesty in Haiti: A true account of Christian missions, orphanages, fraud, food aid and drug trafficking
 Weber, Food, Inc.: A Participant Guide – How Industrial Food is Making Us Sicker, Fatter, and Poorer

Pringle, Food, Inc.: Mendel to Monsanto-The Promises and Perils of the Biotech Harvest

Miller, Soul Food: The Surprising Story of an American Cuisine One Plate at a Time

+ Visits to performances, lectures, readings, museums, and galleries (some cost for visits)

Course Outline:

The instructor reserves the right to make changes to the syllabus. It is your responsibility to stay abreast of changes in the course schedule by attending class, and checking with other students when you must be absent.

Unit 1:**Introduction and Course Objectives****Course Requirements, Outline, and Discussion of Site Visits****Body Disciplines that Encourage Digestion: Qi Gong, Tai Chi, Yoga****How Beverages and Food Create and Transform Bodies**

--How culture creates and envisions social and individual eating practices in the greater New York area

--The nature of performative and affirmative eating practices

Unit 2:**Internal and External Cooling and Heating of the Body****Air Conditioning and Heating Versus Internal Climate (Digestion and Circulation)****Food and Memory (Proust and Anamnesis)****Nature and Food: Lakes, Oceans, Forests, Farm lands, Estuaries, Beaches****Food Sustainability**Unit 3:**Food and Performance Practices****Food and Artists****Food and Exercise****Food and Movement**Unit 4:

Liquids: Beer, Wine, Red Bull, Kombucha, Ale, Pale Ale, Amazake, Tea, Coffee, Infusions, Smoothies, Juicing, Carrot Top Broth, Bone Broths, Chicken Broths, Milk, Cream, Soft Drinks, Diet Drinks, Protein Shakes, Milkshakes, Water, Seltzer, Smart Water, Vitamin Water, Kefir, Brewing, Fermentation

Unit 5:

Digestion, Indigestion, and Taste

Sensation, Cultural Fluidity, and Digestive Somatics

Food and Body Image: Where Has the Pleasure Gone?

Motion, Standing, and Seated Eating Practices

Unit 6:

Global Food Studies

Heirloom Concepts of Beverage and Food in Recent Decades

Artistic and Artisan Foods

Fasting, Gluttony and Dietetics

Northeastern Tastes and Food Rituals

The Mediterranean Diet

Unit 7:

Distribution and Production of Food

Indigenous Foods

Emotions and Food

Food as Taboo

Finding Time to Eat!

Concepts of Food Through Time

Unit 8:

Artistic Bodies, Food Aesthetics, and the Ascetic Vision

Feasts, Fasts, and Dietetics

Local Tastes and Food Practices

Unit 9:

Geography and Distribution of Food

Food Removed from Its Continent of Origin

Labor and Food

Emotion and Food

Food as Prescription, Taboo, Sociality

Wrap Up, Conclusion, Conferences

A Sampling of Potential Field Trips (determined with your discussion groups)

First Priority Trips: Performances and Gallery Exhibitions

Second Priority Trips:

- Ethnic food markets
- Farmers' markets
- Green markets
- Organic and health food stores
- International restaurants
- Health food restaurants
- Food distribution sites
- Fish markets
- Fishing sites
- Farms
- Rooftop farms
- Botanical gardens
- Herb stores (Flower Power, Integral Yoga Apothecary)
- International food outlets
- Jersey Shore and Long Island beaches
- Hudson River Park and Central Park
- American Ballet Theatre (season ends July 7)

*Please note: Because the course will be run as a seminar, it is expected that students will come prepared with the readings. Active participation is assumed and will be reflected in the grading.

Also note: Electronics (iPods, iPads, tablets, cell phones, texting, laptops, Nooks, Kindles, photography, recording devices, etc.) will not be allowed during the seminar.

UNIVERSITY STATEMENT ON ACADEMIC INTEGRITY: A University, by its nature, strives to foster and recognize originality of thought. Originality can only be recognized, however, when people acknowledge the sources of ideas or works that are not their own. Therefore, students must maintain the highest standards with regards to honesty, effort and performance. As a Jesuit, Catholic University, Fordham is committed to ensuring that all members of the academic community strive not only for excellence in scholarship but also for integrity of character. In the pursuit of knowledge and personal development, it is imperative that students present their own ideas and insights for evaluation, critique and eventual reformulation. As part of this process, each student must acknowledge the intellectual contribution of others.... Violations of academic integrity include, but are not limited to, plagiarism, cheating on exams, falsification, unapproved collaboration, and destruction of library materials. For further details, consult the Standards of Academic Integrity on the University website http://www.fordham.edu/academics/handbooks__publicati/undergraduate_academ/index.asp

EQUAL EDUCATIONAL ACCESS FOR ALL STUDENTS: The Office of Disability Services at Fordham University helps to ensure equal educational access and opportunity for all members of our community. In the Jesuit tradition of cura personalis, members of the ODS staff work individually with each student to understand his or her strengths and limitations in order to develop their most effective and comprehensive accommodation plan. Fordham will offer reasonable and appropriate auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities once students meet with ODS for an initial intake meeting to develop an accommodation plan directly with the student in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Students seeking accommodation(s) should contact Erin Koch, Assistant Director of Disability Services, (212) 636-6282 disabilityservices@fordham.edu

8/7/15 RS; 1/8/19 SC; 3/22/19 SC; 3/23/19 SC; 4/7/19 SC