HH2008 Feasting and Fasting: Food and Drink in History

Academic Year: 2024-2025, S2

AU: 3 AU

Course Type: Seminar

Lecturer: Dr. Alasdair Chi alasdair.chi@ntu.edu.sg

Location and Timeslot: LHS-TR+31, LHS-B2-08 (The Hive), Fridays 1430-1720

Learning Outcomes

Upon the successful completion of this course, you would be able to:

- Explain the relationships between food and other aspects of human society and culture.
- Analyse primary sources related to the history of food and drink.
- Investigate examples of food history not explicitly covered in the module using primary and secondary sources.
- Develop creative narratives of food history and foster a constructive discussion concerning these narratives.

Course Content

This course will explore the idea that everything has a history – even habitual actions like cooking and eating and seemingly mundane foodstuffs like rice and chili. Food history challenges the boundaries of nationalist histories to demonstrate long histories of trans-cultural connections and culinary collaborations. Students will learn how food can be used as a lens to understand complex cultural, political, social, economic, and environmental phenomena.

Food history is an exciting new area of scholarship that draws on social, economic, cultural and political histories to help explain how and why practices and patterns of consumption have changed over the centuries. Food histories challenge the boundaries of nationalist histories to demonstrate long histories of trans-cultural connections and culinary collaborations. Students will learn how food can be used as a lens to study complex cultural, political, social, economic and environmental phenomena.

Seminars

This class is taught in seminar form, with one 3-hour session per week where students will be expected to participate in guided class discussions. Students should ensure they have completed the required weekly lecture reading as this forms the basis of the tutorial discussion. These tutorial readings will usually be made available via NTULearn, or links provided through the portal.

Student Assessment

The assessment for this course comprises of the following elements:

- **In-class participation:** 10%, Continuous
- **Presentation and Roundtable (Group Work):** 20%, Week 8-9; Outline in Week 7
- **Primary Source Analysis:** 25%, Week 10
- **Research Essay:** 40% After Week 13

Class Participation (10%): This includes timely reading of assignments, participating actively in small-group discussion and large-group discussions in seminar sessions and contributing to group presentations by their classmates. Failing to observe of classroom decorum (no texting, surfing, gaming) will be penalised.

Group Presentation and Roundtable (25%): Students will be split into randomised groups of 6 each beginning in Week 3, and build upon weekly class discussions to develop a roundtable topic for Weeks 8 (and 9 if necessary.) Each 10-15 minute discussion will involve a dish, historical event or personality related to the history of food and connect to the course's themes and assigned readings. The next 10-15 minutes of their presentation will involve taking questions concerning their case study from the rest of the class; class participation marks will be taken from here. All groups must submit a proposal describing their topic of choice before Recess Week, **latest by Week 7**.

To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group work. If students encounter issues with group members' contributions, they should speak to the instructor, who may then assess individual contributions through methods like peer evaluation.

Primary Source Analysis (25%): Students will seek out a primary source concerning the history of food and write a 1000-word essay identifying the context of this source's production, intended audience, and broader historical context. This will be due in Week 10, and an abbreviated form of this paper will form the basis of the Research Essay's literature review.

Research Essay (40%): With the help of relevant primary and secondary sources (from beyond the course materials), students are required to write a 3000-word essay on any topic related to the history of food. This assignment aims to showcase one's ability to conduct thorough research and present a coherent argument. It is essential to utilize the Chicago Manual of Style for citations and references, ensuring accuracy and adherence to academic standards. The completed essay will be due after Week 13 and must be uploaded onto Turnitin.

Office Hours

I am a part-time lecturer but will be free after class most times, and will be on campus on Thursdays as well. Just send me an email and we can plan a time around our schedules as I may be seeing multiple students. Give me one day to respond.

Bibliography and Citation Style

All citations are to be rendered in footnotes and accompanied with a complete bibliography rendered in the Chicago 16th or 17th Manual of Style. Poor citations will be marked down according to rubrics. Familiarise yourself with the difference between a footnote citation and bibliographic entry.

Plagiarism

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

GAI Usage

Use of General Artificial Intelligence (GAI) is permitted in the following situations: 1) Assist in generating key ideas only; 2) Assist in refining syntax and grammar for correct language submission only. The final write-up MUST be the student's own work.

Students must preserve a digital paper trail showing the way the GAI assistant was used. This should be a Word document specifying the particular GAI assistant used and include the prompts given to the GAI assistant and the GAI output, or outputs if several are generated. Use of GAI assistance is not permitted in the development or generation of this assignment or project.

On the Digital Paper Trail

Students are required, besides submitting the final work in the NTULearn facility, to also submit the paper trail as a Word document or documents, in a second and separate assignment section for this purpose under NTULearn. For assignments where the submission is non-digital, the students can create a photo journal or a blog to document the journey and submit the pdf of this instead.

This digital paper trail must be maintained for later reference, at least until the end of the Academic Year following the semester in which the relevant assignment is submitted. This is to preserve the potential evidence in case there is a later complaint or suspicion relating to academic integrity violations regarding that submission, or for further investigation by the school or other schools or the university when other academic integrity matters are raised regarding the same student, and it is deemed desirable to cross-check conduct in earlier courses.

The student must sign and submit with the assignment/project write-up a declaration regarding such use. In addition, the student must provide footnote or in-text references in the submission indicating any text paraphrase or significant fact or idea that originated with the GAI assistant.

See example below:

Reference list entry example (with a shareable link generated by the AI tool)

OpenAI. (2023). ChatGPT (Aug 7 version) [Large language model].

https://chat.openai.com/share/46ce4720-19bd-4c21-84f0-7a69ec4af03d

Reading List

Texts subject to changes.

Week 1

- Mary Douglas, "Deciphering a Meal," *Daedalus* 101:1 (1972): 61–81.
- Jack Goody, *Cooking, Cuisine and Class: A Study in Comparative Sociology* (Cambridge: Cambridge University Press, 1982), selections.
- Mark Michael Smith, *Sensory History* (Oxford and New York: Berg Publishers, 2007), selections.

Week 2

- Andre Mayer and Jean Mayer, "Agriculture, the Island Empire," *Daedalus* (1974): 83-95.
- Mark B. Tauger, *Agriculture in World History* (Routledge, 2010), selections.
- Francesca Bray, "Science, Technique, Technology: Passages Between Matter and Knowledge in Imperial Chinese Agriculture," *The British Journal for the History of Science* 41:3 (2008): 319-344.

Additional Readings

- Daniel Zohary, Maria Hopf and Ehud Weiss, *Domestication of Plants in the Old World: The Origin and Spread of Domesticated Plants in Southwest Asia, Europe, and the Mediterranean Basin* (Oxford: Oxford University Press, 2012), selections.
- Jared Diamond, *Guns, Germs and Steel: The Fates of Human Societies* (New York: W.W. Norton, 1997), selections.
- Leida Fernández Prieto, "Islands of Knowledge: Science and Agriculture in the History of Latin America and the Caribbean," *Isis* 104:4 (2013): 788-797.

Week 3

- Alfred W. Crosby, *The Colombian Exchange: Biological and Cultural Consequences of 1492* (Greenwood, 1973), 165-207.
- Timothy Walker, "Slave Labor and Chocolate in Brazil: The Culture of Cacao Plantations in Amazonia and Bahia (17th–19th Centuries)," *Food and Foodways* 15 (2007): 75-106.
- Andrea Montanari, "The Stinky King: Western Attitudes toward the Durian in Colonial Southeast Asia," *Food, Culture & Society* 20:3 (2017): 395-414.

Additional Readings

- Barbara Watson Andaya, "Women and Economic Change: The Pepper Trade in pre-Modern Southeast Asia," *Journal of the Economic and Social History of the Orient* 38:2 (1995): 165-190.
- John G. Butcher, *The Closing of the Frontier: A History of the Marine Fisheries of Southeast Asia, c. 1850-2000* (Singapore: Institute of Southeast Asian Studies, 2004).
- Daniel Bender, "The Delectable and Dangerous: Durian and the Odors of Empire in Southeast Asia," *Global Food History* 3:2 (2017): 111-132.

Week 4

- Victor Benno Meyer-Rochow, "Food Taboos: Their Origins and Purposes," *Journal of Ethnobiology and Ethnomedicine* 5:1 (2009): 1-10. [**Just skim through this**]
- Faizah Binte Zakaria, "Qingzhen from the Perspective of the Other: Consumption and Muslim Boundary-Making in Republican China, 1920–1949," *Journal of Islamic and Muslim Studies* 3:2 (2018): 21-42.
- Isaac Yue, "The Comprehensive Manchu–Han Banquet: History, Myth, and Development," *Ming Qing Yanjiu* 22:1 (2018): 93-111.
- William R. Black, "How Watermelons became Black: Emancipation and the Origins of a Racist Trope," *Journal of the Civil War Era* 8:1 (2018): 64-86.

Additional Readings

- Marcel Mauss, *The Gift: Forms and Functions of Exchange in Archaic Societies* [London and New York: Routledge, 2002 (1950)].
- Eduardo P. Archetti, *Guinea Pigs: Food, Symbol and Conflict of Knowledge in Ecuador* [London and New York: Routledge, 2020 (1997)].
- A. Van Huis, "Insects as Food in Sub-Saharan Africa," *International Journal of Tropical Insect Science* 23:3 (2003): 163–185.
- Kim Kisun, Lee Sungyoung, and Jongoh Lee, "Taboos Related to Food Culture at the 13th–14th-century Mongols," *Acta Orientalia Academiae Scientiarum Hungaricae* 68:3 (2015): 293-302. http://real.mtak.hu/37258/1/062.2015.68.3.4.pdf

Week 5

- Bill Ellis, "Whispers in an Ice Cream Parlor: Culinary Tourism, Contemporary Legends, and the Urban Interzone," *Journal of American Folklore* 122:483 (2009): 53-74.
- Els van Dongen, "Localizing Ethnic Entrepreneurship: 'Chinese' Chips Shops in Belgium, 'Traditional' Food Culture, and Transnational Migration in Europe," *Ethnic and Racial Studie*s 42:15 (2019): 2566-2584.
- Selina Ching Chan, "Tea Cafés and the Hong Kong Identity: Food Culture and Hybridity," China Information 33:3 (2019): 311-328.

Additional Readings

- Qin Shao, "Tempest over Teapots: The Vilification of Teahouse Culture in Early Republican China," *The Journal of Asian Studies* 57:4 (1998): 1009–41.

Week 6

- Antony Trewavas, "Malthus Foiled Again and Again," *Nature* 418:6898 (2002): 668-670.
- Wayne K. Durrill, "Atrocious Misery: The African Origins of Famine in Northern Somalia, 1839-1884," *The American Historical Review* 91:2 (1986): 287-306.
- Jane Ziegelman, *A Square Meal: A Culinary History of the Great Depression* (HarperCollins, 2016), selections.
- Troy Sternberg, "Chinese Drought, Bread and the Arab Spring," *Applied Geography* 34 (2012): 519-524.

Additional Readings

- Eric Vanhaute, "From Famine to Food Crisis: What History can Teach us about Local and Global Subsistence Crises," *The Journal of Peasant Studies* 38:1 (2011): 47-65.
- Cormac Ó Gráda, "Great Leap into Famine: A Review Essay," *Population and Development Review* 37:1 (2011): 191-202.
- Lee Seung-Joon, "Airborne Prawns and Decayed Rice: Food Politics in Wartime Chongqing," *Journal of Modern Chinese History* 13:1 (2019): 124-147

Week 7

- Davíd Carrasco, "Cosmic Jaws: We Eat the Gods and the Gods Eat Us," *Journal of the American Academy of Religion* 63:3 (1995): 429–463.
- Bradford Bouley, "Digesting Faith: Eating God, Man, and Meat in Seventeenth-Century Rome," Osiris 35 (2020): 42-59.
- Nikolas Broy, "Moral Integration or Social Segregation? Vegetarianism and Vegetarian Religious Communities in Chinese Religious Life," in *Concepts and Methods for the Study of Chinese Religions Volume III: Key Concepts in Practice*, ed. Paul R. Katz and Stefania Travagnin (Berlin: De Gruyter, 2019), 35-65.

Additional Readings

- Bernard R. Ortiz de Montellano, "Aztec Cannibalism: An Ecological Necessity? The Aztec Diet Was adequate in Protein and Cannibalism would not have Contributed Greatly," *Science* 200:4342 (1978): 611-617.

- Kelvin Tan, "How Chinese Buddhist Women Shaped the Food Landscape in Singapore," BiblioAsia (July-September 2022): https://biblioasia.nlb.gov.sg/vol-18/issue-2/jul-sep-2022/buddhist-women-vegetarian-food-singapore.
- Regina Grafe, "Popish Habits vs. Nutritional Need: Fasting and Fish Consumption in Iberia in the Early Modern Period," Oxford Economic and Social History Working Papers 55 (2004).
- Ludwig Alsdorf, *The History of Vegetarianism and Cow-Veneration in India*, trans. from the Bal Patil, rev. Nichola Hayton, ed. Willem Bollée (London and New York: Routledge, 2010), selections.
- Esmond Chuah Meng Soh, "Practicing Salvation: Meat-Eating, Martyrdom, and Sacrifice as Religious Ideals in the Zhenkongjiao," *Journal of Chinese Religions* 50:1 (2022): 77-114.

Week 8

- Phyllis Herman, "Relocating Rāmarājya: Perspectives on Sītā's Kitchen in Ayodhyā," *International Journal of Hindu Studies* 2:2 (1998): 157–84.
- Jay Mechling, "Boy Scouts and the Manly Art of Cooking," *Food and Foodways* 13 (2005): 67-89.
- Vineeta Sinha, "Mapping Singapore's Culinary Landscape: Is Anyone Cooking?," *in Food, Foodways And Foodscapes: Culture, Community And Consumption In Post-colonial Singapore*, ed. Lily Kong and Vineeta Sinha (Singapore: World Scientific Press, 2016), 159-184.

Additional Readings

- Anita Guerrini, "A Natural History of the Kitchen," *Osiris* 35 (2020): 20-41.
- Bjørn Enge Bertelsen, "Maize Mill Sorcery: Cosmologies of Substance, Production, and Accumulation in Central Mozambique," in *Framing Cosmologies* (Manchester University Press, 2016), 199-220.
- Ai Hisano, "Home Cooking: Betty Crocker and Womanhood in Early Twentieth-Century America," *The Japanese Journal of American Studies* 21 (2010): 211-230.

Week 9

- William Parmenter, "The Jungle and its Effects," *Journalism History* 10:1-2 (1983): 14-34.
- Jordan Sand, "A Short History of MSG: Good Science, Bad Science, and Taste Cultures," *Gastronomica* 5:4 (2005): 38-49.
- Julia S. Torrie, "Frozen Food and National Socialist Expansionism," *Global Food History* 2:1 (2016): 51-73.
- Geoffrey K Pakiam, "A Fresh Look at Fish through a Brief History of Fish Head Curry," *BERITA Newsletter* (2019/2020): 5-10.

Additional Readings

- Sally Grainger, *The Story of Garum: Fermented Fish Sauce and Salted Fish in the Ancient World* (Routledge, 2020).
- Benjamin Aldes Wurgaft, "Meat Mimesis: Laboratory-Grown Meat as a Study in Copying," *Osiris* 35 (2020): 310-323.
- Carolyn Cobbold, "The Introduction of Chemical Dyes into Food in the Nineteenth Century," *Osiris* 35 (2020): 142-161.
- Deborah Fitzgerald, "World War II and the Quest for Time-Insensitive Foods," *Osiris* 35 (2020): 291-309.
- Brian Lander, Mindi Schneider and Katherine Brunson, "A History of Pigs in China: From Curious Omnivores to Industrial Pork," *The Journal of Asian Studies* 79:4 (2020): 865-889.
- Marcelo Bucheli, "Enforcing Business Contracts in South America: The United Fruit Company and Colombian Banana Planters in the Twentieth Century," *The Business History Review* 78:2 (2004): 181–212.
- Paul Josephson, "The Ocean's Hot Dog: The Development of the Fish Stick," *Technology and Culture* 49:1 (2008): 41–61.
- Edward Geist, "When Ice Cream was Poisonous: Adulteration, Ptomaines, and Bacteriology in the United States, 1850–1910," *Bulletin of the History of Medicine* 86:3 (2012): 333-360.

Week 10

- Mark Moberg, "Crown Colony as Banana Republic: The United Fruit Company in British Honduras, 1900–1920," *Journal of Latin American Studies* 28:2 (1996): 357-381.
- Zachary D. Poppel, "Quick Rice: International Development and the Green Revolution in Sierra Leone, 1960–1976," in *The Routledge History of Food*, ed. Carol Helstosky (Routledge, 2014), 364-383.
- Arjun Appadurai, "How to Make a National Cuisine: Cookbooks in Contemporary India," *Comparative Studies in Society and History* 30:1 (1988): 3–24.
- Joshua Schlachet, "On Bread and National Ruin," *Asian Medicine* 17:2 (2022): 296-324.

Additional Reading

- Ichijo Atsuko and Ronald Ranta, *Food, National Identity and Nationalism: From Everyday to Global Politics* (Basingstoke, Hampshire: Palgrave Macmillan, 2016).

Week 11

- Vivienne Lo, "Pleasure, Prohibition and Pain: Food and Medicine in China," in *Of Tripod and Palate: Food, Politics, and Religion in Traditional China*, ed. Roel Sterckx (New York ; Basingstoke: Palgrave Macmillan, 2005), 163-84.
- Scott Bamber, "Medicine, Food, and Poison in Traditional Thai Healing," *Osiris* 13 (1998): 339–353.
- Joyce E. Chaplin, "Why Drink Water? Diet, Materialisms, and British Imperialism," *Osiris* 35 (2020): 99-122.

Week 12

- Anne Allison, "Japanese Mothers and Obentōs: The Lunch-Box as Ideological State Apparatus," Anthropological Quarterly 64:4 (1991): 195–208.
- Sandra Cate, "'Breaking Bread with a Spread' in a San Francisco County Jail," Gastronomica 8:3 (2008): 17–24.
- Jacob M. Feagans, Darius A. Jahann, and Jamie S. Barkin, "Meals Ready to Eat: A Brief History and Clinical Vignette with Discussion on Civilian Applications," Military Medicine 175:3 (2010): 194-196.
- Peggy O'Donell, "The Politics of Pie Cutting at West Point's Mess Hall," Atlas Obscura, June 27, 2017, https://www.atlasobscura.com/articles/west-point-mess-hall-pie.

Timetable for HH2008 Feasting and Fasting: Food and Drink in History

Week/ Session	Topics/Themes	Readings	Activities / Deadlines
1	Definitions, Theoretical Frameworks and Approaches	Douglas (1972), Goody (1982), Smith (2007)	
2	The Rise of Agriculture	Mayer and Mayer (1974), Tauger (2010)	
3	Colonialism, Migration and Travel	Crosby (1973), Walker (2007), Montanari (2017)	
4	Communal Dining and Food Taboos	Meyer-Rochow (2009); Binte Zakaria (2018); Yue (2018); Black (2018)	
5	Dining Out and Food Service Establishments	Ellis (2009); van Dongen (2019); Chan (2019)	
6	Farmers and Economic Crises	Trewavas (2002); Durrill (2016); Sternberg (2012)	
7	Ritual and Religion	Carrasco (1995); Bouley (2020); Broy (2019)	Group Presentation Outline Due
8	Gender, Kitchens and Domesticity	Herman (1998); Mechling (2005); Sinha (2016)	Group Presentation
9	Mass Production, Food Safety, Preservation and Industrialisation	Parmenter (1983); Sand (2005); Torrie (2016); Pakiam (2019/2020)	Group Presentation
10	Nationalism, State Policies and Food	Moberg (1996); Poppel (2014); Appadurai (1988); Schlachet (2022)	Primary Source Essay Due
11	Medicine and Health	Lo (2005); Bamber (1998); Chaplin (2020)	
12	Food and Eating in Institutional Settings	Allison (2008); Feagans et al. (2010); O'Donnell (2017)	
13	Invented Traditions and Heritagization	Nowak (2014); Mak (2021); Lee and Hun (2021)	Research Essay Due *after* this week

Declaration on Academic Honesty*

Academic year and semester: AY2024-2025 Semester 1

What is academic dishonesty?

All members of the NTU community are responsible for upholding the values of academic integrity in all academic undertakings (including, but not limited to, written and oral assignments, presentations, course work, quizzes and exams). Students should not cheat, plagiarise, or attempt to pass off another's work as their own. This includes, but is not limited to, the writing or ideas of another person, without acknowledging or appropriately crediting the source from which the writing or ideas are taken. NTU takes a serious view of any form of academic dishonesty. Plagiarism, cheating, and any other forms of academic dishonesty are considered serious offences for which penalties will be imposed.

Declaration

By signing this form, you declare that you have read and understood NTU's Policy on Student Code of Conduct and that all graded and non-graded assignments you have turned in are your/your group's own work and will not involve any plagiarism or collusion. Reliance on other people's work, when allowed, will be appropriately referenced. You are responsible for knowing the appropriate form of referencing used for this course. Quotation marks will be used around materials written verbatim from other sources; citations will clearly indicate paraphrasing of other sources. You will not submit any work for this course that was (in whole or part) graded work for another course, or will be.

You must print, sign, and return the lower section of this form to the Lecturer by Week Two. No participation credit will be given until this is returned.

*Adapted from 'Academic Honesty Declaration' for HS7003.

Declaration on Academic Honesty

Course code: HH2008

Name (as registered):

_____

Matriculation number:

_____

Signature & date

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