



# SYLLABUS

## HIST 4344: Culinary History (B-Global) Spring 2024

**Instructor:** Dr. Ian Abbey  
**Section # and CRN:** P18 25247  
**Office Location:** Woolfolk 207E  
**Office Phone:** 936-261-2559  
**Email Address:** iaabbey@pvamu.edu  
**Office Hours:** MWF 0930-1130  
**Mode of Instruction:** Face to Face  
  
**Course Location:** Harrington 312  
**Class Days & Times:** MW 1500-1620  
**Catalog Description:** This course examines the relationship between people, food, and culture. Special emphasis will be placed on the role of diets and foodways in social class, religious beliefs, cosmopolitanism, and globalization.

**Prerequisites:** Junior or Senior standing or permission of the instructor  
**Co-requisites:** N/A

**Required Texts:** Bottero, Jean. *The Oldest Cuisine in the World: Cooking in Mesopotamia*. University of Chicago, 2004.  
 Fernandez-Armesto, Felipe. *Near a Thousand Tables: A History of Food*. The Free Press, 2002  
 Twitty, Michael. *The Cooking Gene: A Journey Through African American Culinary History in the Old South*. Amistad, 2017.

**Recommended Texts:** None.

### Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment
1	Contextualize the significant steps in the development of agriculture and food from prehistory to the present day.	Communication (CCO 1 & PLO 3-5)
2	Explain the impact that the Columbian Exchange, trade routes, and modern globalization have had on agriculture and diets.	Communication (CCO 1-2)
3	Compare how staple crops in various cultures grew to hold social and religious significance.	Critical Thinking (CCO 4 & PLO 3)
4	Contextualize agricultural developments and analyze the impact they have in modern global issues.	Social Responsibility (CCO 4 & PLO 4)

## Major Course Requirements

### Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Two Exams (40 each)	80	40%
2) Four Quizzes (5 each)	20	10%
3) Final Project	40	20%
4) Two Book Responses (20 each)	40	20%
5) Four online discussions (5 each)	20	10%
<b>Total:</b>	<b>200</b>	<b>100%</b>

### Grading Criteria and Conversion:

A = 180-200

B = 160-179

C = 140-159

D = 120-139

F = 0-119

If a student has stopped attending the course (i.e. "stopped out") at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams, including the final exam, and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, including the final exam, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

## Course Procedures and Policies

### Attendance, Participation, & Makeups

This is a face-to-face class and so you are expected to attend all classes. Everybody gets one unexcused absence. Each further unexcused absence reduces your attendance grade by 5 points. Absences may be excused if the absence is university approved. This includes ROTC, athletics, band, and other university activities. Illnesses are also excused with documentation. Even if it is an excused absence, you are expected to contact me about makeups. If you miss a quiz, exam, or paper deadline due to absence you must turn it in one week after you return to class. Participation is also required. When you are in class, you are expected to be attentive and to participate in discussion. This is vital because part of this course involves you and your classmates contributing your ideas.

### Cell Phones/Laptops

Electronic devices are to be used for academic purposes only. Phones must be kept on silent or vibrate. If you need to take a call, step outside. If you are on your phone in class I will assume you are not here mentally.

### Academic Dishonesty

This is my least favorite part of the job. The first confirmation of cheating, plagiarism, collusion, or conspiracy will result in an automatic F on the assignment in question (and cannot be retaken). The second confirmed attempt at cheating will result in a failing grade for the course and a meeting with the Academic Integrity Review Board.

### Exams

There will be two non-cumulative exams in this course. All exams are multiple-choice or true-false and will be taken online. Grading will be done automatically.

### Quizzes

There will be five pop quizzes given out on random dates throughout the semester. The quizzes will only focus on what we went over in class that day. The lowest quiz score will be dropped at the end of the semester.

### Final Project

On the last class day, students will bring in a historical recipe they have researched and we will all share our findings with a global history potluck. More information will follow as we get into the semester.

**Book Responses**

You will write written responses for two books (*The Oldest Cuisine in the World* and *The Cooking Gene*). Each paper will be 4-5 pages in length. These are not book reports and you will have a prompt that will be distributed later. All book responses will be submitted online via Canvas

## Online Discussion

At the end of every week, we will have an online message board on Canvas. I will pose a question and we'll discuss it together. I will take the four highest discussion grades and use those for your final grade.

## Student Support and Success

### John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [Library Website](#) Phone: 936-261-1500

### Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). Phone: 936-261-5911

### The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: [pvtutoring@pvamu.edu](mailto:pvtutoring@pvamu.edu); [University Tutoring Website](#)

### Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; [Writing Center Website](#), [Grammarly Registration](#)

### Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

### Student Counseling Services

The Student Counseling Services offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2<sup>nd</sup> floor; Phone: 936-261-3564; [Health & Counseling Center Website](#)

### Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto:aetesting@pvamu.edu); [Testing Website](#)

### Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; [Disability Services Website](#)

### Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

### Veteran Affairs

Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; [Veteran Affairs Website](#)

### Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; [Student Engagement Website](#)

## Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the center website for information regarding services provided. Location: Anderson Hall, 2<sup>nd</sup> floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

## University Rules and Procedures

### Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

### Forms of Academic Dishonesty:

1. **Cheating**: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. **Plagiarism**: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. **Collusion**: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. **Conspiracy**: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. **Multiple Submission**: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

### PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the

substance of their original work with the results of using such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

#### Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

#### Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance ([titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu)) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). More information can be found at [Title XI Website](#), including confidential resources available on campus.

#### Protections and Accommodations for Pregnant and Parenting Students

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

#### Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.

#### Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

#### Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the

final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

#### Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: [deanofstudents@pvamu.edu](mailto:deanofstudents@pvamu.edu) or phone: (936) 261-3550 or Office for Student Conduct via email: [studentconduct@pvamu.edu](mailto:studentconduct@pvamu.edu) or phone: (936) 261-3524.

#### Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

#### Technical Considerations

##### **Minimum Recommended Hardware and Software:**

- Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi\*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

**Note:** Be sure to enable Java & pop-ups in the web browser preferences

\* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

##### **Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software (Zoom)

#### *Netiquette* (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.



### Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

### Technical Support

Students should go to [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

### Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

### Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

**It is strongly suggested** that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

### COVID-19 Campus Safety Measures

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at [timelycare.com/pvamu](https://timelycare.com/pvamu).
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.



## Course Alignment Document

### *HIST 4344 – Special Topics: Culinary History (B-Global)*

#### Student Learning Outcomes

- SLO1:** Contextualize the significant steps in the development of agriculture and food from prehistory to the present day (Self-Awareness).
- SLO2:** Explain the impact that the Columbian Exchange, trade routes, and modern globalization have had on agriculture and diets (Global Awareness).
- SLO3:** Compare how staple foods in various cultures grew to hold social and religious significance (Cultural Knowledge).
- SLO4:** Contextualize agricultural developments and analyze the impact they have on modern global issues (Social Responsibility).

Week 1: The Start of People Food					
Unit/Module-Level Objective	SLO1	SLO2	SLO3	SLO4	Materials, Activities & Assessments
1/15: MLK Day – No class					
1/17: Introduction; Explain the significance of fire and systematic food preparation; Evaluate the effects that megafauna had on Afroeurasia and how it differed from the way the Americas developed	X	X	X	X	Welcome/Introduction Discussion; Syllabus; Icebreakers Watch scene from <i>Guns Germs and Steel</i> and video “The History of the World According to Corn”; Discussion 1 (CCO 2, PLO 3-4); Read <i>Near a Thousand Tables</i> Intro and Chapter 1  All discussions will be assessed using the assessment rubric for Global Competence found on p. 41 of the QEP.



## Week 2: Eat Like an Egyptian

Unit/Module-Level Objective	SLO1	SLO2	SLO3	SLO4	Materials, Activities & Assessments
1/22 Compare origins of Egyptian and Mesopotamian agriculture and foodways; Examine the importance of x-axis diffusion on biodiversity			X		Begin reading <i>The Oldest Cuisine in the World</i> ; review “Interdisciplinary team cooks 4000-year old Babylonian stews at NYU event,” (CCO 1, PLO 3)
1/24 Analyze the role of agriculture in river valley civilizations and start of administration and class hierarchy		X	X		Review “What Ancient Farmers Had Right About Corn that We Ignore” on YouTube; Review “The Importance of the River Nile in Ancient Egypt”; read <i>Near a Thousand Tables</i> Chapter 2; Discussion 2.

## Week 3: Cuisine for the King of Kings

Unit/Module-Level Objective	SLO1	SLO2	SLO3	SLO4	Materials, Activities & Assessments
1/29 Compare and contrast the rise of agrarian civilizations in Greece and Persia		X	X	X	Review “Ancient Ice-Making Machines Found in Persian Desert”; map activity on ancient Near East
1/31 Examine the Mediterranean trade networks in the Roman world and the role of grain dole in urbanization; Huns: analyze the relationship between nomadic and agrarian communities; lactose intolerance		X	X		Review “Ancient fast-food counter unearthed in Pompeii”; read <i>Near a Thousand Tables</i> Chapter 3 (CCO 1, PLO 5); Review “A brie(f) history of cheese” on YouTube; finish reading <i>The Oldest Cuisine in the World</i> ; Discussion 3.



## Week 4: The Rice Bowl

Unit/Module-Level Objective	SLO1	SLO2	SLO3	SLO4	Materials, Activities & Assessments
2/5 Examine the evolution of agriculture in Predynastic and Imperial China; Analyze significance of transition from millet to rice in East and Southeast Asia	X			X	Review YouTube video “Why Do the Chinese Use Chopsticks”; read <i>Near a Thousand Tables</i> Chapter 4 (CCO 2, PLO 3-4)
2/7 Examine the rise of Indian agriculture and influence on Hindu veganism		X		X	Review video “Life of Early Japanese Peasants”; Discussion 4; Exam 1 (CCO 2, PLO 3-4)

## Week 5: Medieval Cookery

Unit/Module-Level Objective	SLO1	SLO2	SLO3	SLO4	Materials, Activities & Assessments
2/12 Describe manorial estate farming and enclosure in feudal Europe	X	X	X		Review “Enclosure: How the English Lost Their Lands”; <b><i>Oldest Cuisine response due</i></b>
2/14 Distinguish diets between Western European peasantry, nobility, and clergy; Analyze the importance of food-based guilds in European agriculture from High Middle Ages to Renaissance	X	X	X	X	Review “What did peasants eat in medieval times?”, “The Medieval Saint Diet,” and “Feeding a Medieval Knight”; read <i>Near a Thousand Tables</i> Chapter 5; Review “How Bread and Pastries Were Made in the Middle Ages”; Discussion 5 (CCO 3, PLO 4)



## Week 6: Cosmopolitan Dar al-Islam Cuisine

Unit/Module-Level Objective	SLO1	SLO2	SLO3	SLO4	Materials, Activities & Assessments
2/19 Examine the relationship between Arab conquests, commerce, and cosmopolitan Islamic cuisine	X	X	X		Review “Daily Life in the Medieval Times – Arab Peasants”; read “Arab Moorish Influence on Agriculture in Al-Andalus” and “Wine and Dine, Medieval Islamic Style”
2/21 Analyze Silk Roads and Indian Ocean exchange of foodstuffs between India, East Indies, East Africa, and Near East	X	X		X	Review “Payasam” on YouTube; read “Food and Migration: A Culinary Journey Through East Africa”; Review “The Silk Road: Connecting the ancient world through trade”; read <i>Near a Thousand Tables</i> Chapter 7, Discussion 6 (CCO 3, PLO 4)

## Week 7: Spanish and Spice Roads

Unit/Module-Level Objective	SLO1	SLO2	SLO3	SLO4	Materials, Activities & Assessments
2/26 Examine significance of Columbian Exchange in Old World and New World cuisines.		X		X	Begin reading <i>The Cooking Gene</i> ; read “Chinampas Agricultural System in Mexico City”; review “The Secret Behind the Ancient Mayan’s Agricultural Prowess”
2/28 Connect sugar and rice plantation agriculture to slave trade; Describe Neo-Europes and spread of Afroeurasian flora and fauna in New World ecosystems.	X	X		X	Map activity featuring trading company routes; read “A Messy Table, A Map of the World”; Discussion 7 (CCO 2, PLO 3-4); read “The Columbian Exchange: A History of Disease, Food, and Ideas”



<b>Week 8</b> 3/4 Discuss rise of barbecue					
3/6 Possible trip to Gatlin's in Houston					

### Week 9: Spring Break – No Class

Unit/Module-Level Objective	SLO1	SLO2	SLO3	SLO4	Materials, Activities & Assessments
3/11					Enjoy your break
3/13					Seriously, just relax

### Week 10: Colonial Food

Unit/Module-Level Objective	SLO1	SLO2	SLO3	SLO4	Materials, Activities & Assessments
3/18 Examine creolization of New World cuisines		X			Review “The Difference Between Creole and Cajun Food” and “Ainsley’s Jerk Chicken”
3/20 Evaluate the role that Atlantic cod fishing had on development of European colonies in North America; Analyze the significance of colonial drinking habits and role of rum as trading commodity		X	X	X	Review “Facts: The Atlantic Cod”; Exam 2; Discussion 9 (CCO 1, PLO 5)



**Week 11:  
Service a la Francaise**

Unit/Module-Level Objective	SLO1	SLO2	SLO3	SLO4	Materials, Activities & Assessments
3/25 Examine the rise of genteel culture and tea time		X	X		Review “How to take afternoon tea like a Brit”
3/27 Analyze social and cultural importance of British feasts in the 18 <sup>th</sup> century, and examine the role of Britain’s Corn Exchange	X	X	X		Review “Traditional English Christmas foods in the Georgian times” on YouTube; Discussion 10; finish <i>The Cooking Gene</i> (CCO 1, PLO 5)



## Week 12: Slave Food to Soul Food

Unit/Module-Level Objective	SLO1	SLO2	SLO3	SLO4	Materials, Activities & Assessments
4/1 Examine the importance of slave cuisine and its relation to Soul Food; Examine the diffusion of Soul Food with the Great Migration into industrial cities.	X	X	X	x	Review “The Man Who Relives Slave History Through Food”; Map Activity on Regional Cuisines (CCO 3, PLO 4); Review “Conan & Deon Cole’s Soul Food Adventure”
4/3 Connect the age of Protestant reform in the 19 <sup>th</sup> century US with white middle-class diets (eg. unseasoned potato salad); Describe the role that canned food played in the new age of imperialism in the late 19 <sup>th</sup> century.	X	X		X	Review clips from SNL’s Black Jeopardy and BBC’s Chef!; read <i>Near a Thousand Tables</i> Chapter 6; Exam 2; Discussion 11 (CC2, PLO 3-4); <b>Exam 2 on Friday</b>

## Week 13: Meals Rejected by Everyone

Unit/Module-Level Objective	SLO1	SLO2	SLO3	SLO4	Materials, Activities & Assessments
4/8 Analyze the development of military rations from the Ancient World to the 19 <sup>th</sup> century	X	X	X		Review “18 <sup>th</sup> Century Soldier’s Rations”; Online Discussion 11 (CCO 2, PLO 3-4); Due: Recipe Proposal; listen to song “Hard Tack” (CCO 4, PLO 3-4)
4/10 Compare and contrast C, K, and D-rations in World War Two and evaluate importance of mass-produced food among Allies; Examine the evolution of MCIs and MREs		X		x	Review “What did WW2 Soldiers Eat – US Military Food Rations”; military rations demonstration; Review “How-to Eat Like a Marine in the Field”; Discussion 12 (CCO 2, PLO 3-4); <b>Cooking Gene book response due</b>





## Week 14: Globalized Cuisine and Montezuma's Revenge

Unit/Module-Level Objective	SLO1	SLO2	SLO3	SLO4	Materials, Activities & Assessments
4/15 Identify key characteristics of diets and foodways in post-war American middle-class.		X		X	Read <i>Near a Thousand Tables</i> Chapter 8 and conclusion
4/17 Examine the rise of fast food and burger chains; Analyze the change in Continental European, Japanese, and Korean diets in the 1950s and '60s		X	X	X	Review "128 Years of Coca-Cola's History in 2 Minutes"; Read "In Korea, Spam Isn't Junk Meat – It's a Treat"; final recipe proposals due; Discussion 13 (CCO 2, PLO 3-4)

## Week 15: Taco Night and "Fend for Yourself Night"

Unit/Module-Level Objective	CLO1	CLO2	CLO3	CLO4	Materials, Activities & Assessments
4/22 Examine importance of takeout and delivery with changing American family economics of the 1970s and '80s	X	X			Review "Absentee Parent Cooking Show"
4/24 Analyze the changing diversity in American and British diets in the '90s; Understand the challenges facing global diets today with overfishing, climate change, and increased demand	X			X	Review "The shocking transformation in the UK household diet since 1980" and "African Aunties Go To War Over Leftovers" Due: <b>Final project/potluck</b> (CCO 4, PLO 4-5) Online Discussion 14 (CCO 1, PLO 5)

