



## HIST/FSST/SOC 350 - The History and Culture of Food in Italy

### Course Syllabus

Fall Semester 2022

**Instructor:** Clelia Viecelli, PhD

**Credits:** 3

**Contact Hours:** 45

**Prerequisites:** none

**Class Meeting Days & Time:**

**Office Hours:**

**Email:**

**Course Type:** Standard Course

**Course Fee:**

### Course Description

What can food history teach us about contemporary culture? In this course, we will explore the history of food in Italy as a gateway to understanding present Italian culture. By examining the factors that have shaped Italian food, cuisine, and taste, the variations in eating habits of different socio-economic classes, and the essential role played by food in constructing Italian identities, we will shed light on fundamental patterns in Italian history and society.

This exploration will lead us to consider processes of social and cultural exchange, political and religious influence, and economic and scientific development. Through a mix of discussions, readings, primary source analyses, workshops, a guest lecture and a field trip, we will investigate Italian food and culture from Antiquity to the present. After the completion of this course, students will have acquired a specific set of historical skills as a result of having developed a critical understanding of food history, an interdisciplinary approach to the study of Italian culture and society, and a framework for analyzing Italian history.

This course very intentionally engages with Italian food in the present. Topics include nation and gender, alternative food systems and food justice in Italy, and climate change's effect on Italian cuisine. During the co-curriculum field trip activity, students will be actively engaged in the preparation and tasting of traditional Umbrian food recipes in the countryside around Assisi.

### Learning Outcomes and Assessment Measures

Below are the course's learning outcomes, followed by the methods that will be used to assess students' achievement for each learning outcome. By the end of this course, students will be able to:

- *identify* some changes in how Italians have eaten over the last three millennia (Weekly Quiz, Course Journal, Final Essay);
- *summarize* connections between Umbria's culinary past and larger themes in Italian and world history, with particular attention to the implications of race, gender & sexuality, religious faith, and class (Course Journal, Final Essay);
- *distinguish* between primary and secondary sources (Weekly Quiz, Course Journal, Final Essay);
- *analyze* different kinds of primary sources—texts, objects, and images—for their meaning (Menu Analysis Presentation, Final Essay);

- *integrate* primary and secondary sources on the environmental, sociocultural, and economic factors in Italian food history into an argument (Final Essay).

## Course Materials

### Readings

A course reader, including all the indicated readings, will be available. The course's Moodle site is the primary location for readings and assignments.

### Assessment

Attendance	8%
Office Hours	2%
Biweekly Moodle Quizzes	25%
Course Journal	20%
Menu Analysis Presentation	15%
Final Essay	30%

### Grading

Students are reminded that it is their responsibility to note the dates of exams and other assignments. No alternative exam dates will be offered and professors are not required to give partial credit for any late work (they do so at their discretion: the Institute's default policy is no extensions and a zero for any work turned in late). Students who book travel when they have an exam or other assessment will have to change their plans or accept a zero. Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional
A-	90% - 92%	Excellent
B+	87% - 89%	Superior
B	83% - 86%	
B-	80% - 82%	
C+	77% - 79%	Satisfactory
C	73% - 76%	
C-	70% - 72%	
D+	67% - 69%	Low Pass
D	63% - 66%	
D-	60% - 62%	
F	59% or less	Fail (no credit)

### Course Requirements

Grades are based on the following criteria:

#### *Attendance (8%)*

Attendance is an important part of this course. You have two "sick days," per Institute policy. As long as you are at all the other meetings, you will receive the full 100% for this part of your grade. There are no make-ups offered for attendance.

#### *Office Hours (2%)*

Getting to know your professor makes you more comfortable with that person and therefore more likely to ask for help. It also might help for you to ask questions about the various assignments or discuss a paper idea. In this course, you get 2% of your grade for coming at least one time to office hours by Week 11.

#### *Biweekly Moodle Quizzes (25%)*

Students will be assigned two short quizzes every week, each of which will be due before class time and will not be reopened. The quiz will be on Moodle and it is not timed. Students can take the quiz as many times as they like, with the recorded grade being the average grade they receive. There will be a combination of *technical*, *methodological*, and *content questions*. The content questions will help students zoom in on the most important ideas of the readings. The methodological questions will test on skills that will pop up every week, like finding an author's argument and assessing sources. The technical questions will help students learn the class' policies and administrative procedures.

#### *Course Journal (20%)*

Students will be provided with a notebook at the start of the semester, which they will use as a personal space through which to reflect on course material and ideas. In-class assignments (e.g. summaries of assigned readings, analyses of primary sources, mental maps, reflections, predictive exercises) will be regularly scheduled and graded twice throughout the semester, i.e. before the mid-semester break (Week 6) and at the end of the course (Week 12). Each of these checks is worth 10% of your grade, for a total of 20%. Students will find the full prompt on Moodle for more information.

#### *Menu Analysis Presentation (15%)*

Students will present a source analysis of their menu. For this, they will need to collect a menu in Perugia or another Italian locality, analyze and contextualize it by relating it to course material. Students will find on Moodle a full prompt.

#### *Final Essay (30%)*

In the final essay due on Week 13, students will apply what they have learned throughout the semester. They will analyze a series of primary sources and integrate secondary sources to build an overall narrative on the historical development of Italian cuisine, with citations and footnotes. Students will find on Moodle a full prompt.

### **Extension & Submitting Late Work**

If students submit work after the deadline, they will incur a 10% grade deduction for each day the assignment is late. Each student is allowed one extension of 24 hours over the entire semester. Students need to email the instructor before the deadline and inform the instructor of their use of the extension. Work submitted after the deadline will receive a grade of zero, not partial credit. As for all policies, exceptions can be made by the Director for students with special accommodations or in case of medical emergencies, etc.

### **Attendance & Lateness Policy**

Class attendance (in person) is mandatory. Students are allowed two "sick days," which do not need to be justified. However, it is considered common courtesy to inform the instructor of your absence when possible. It is the students' responsibility to keep them in case of real necessity (sickness or any other unforeseen inconvenience that may prevent students from being in class). Each additional absence—even for another illness—will lower the students' grade by half a letter grade (i.e., a final grade of a B+ would be lowered to a B). Missing a co-curricular field trip also lowers a student's final grade by half a letter grade. It is the policy of the Institute that any student who has eight or more absences automatically fails the class.

If a student misses a class, it is ultimately their responsibility to find out what has been missed. Ideally, they should find out what they missed from a classmate. Any work missed in class because of an excused absence may be made up within one week of the return to the class. Any work missed that was a quiz or other test must be made up outside of class time and will, in the interest of intellectual honesty, be a slightly different test than the one given in class.

Except in the case of medical emergencies with a doctor's certificate and approved by the Director, absences are not accepted when tests are scheduled; tests cannot be made up. Furthermore, scheduled times and dates indicated for exams, quizzes, oral presentations, and any other graded assignments cannot be changed for any reason. Even if more sections of the same class are activated, students may only take exams during the scheduled times and dates for the section they are enrolled in.

Consistent lateness (or leaving class early) is a sign of disorganization and lack of respect both for your instructor and for your fellow students. Umbra instructors are empowered to count three late arrivals as the equivalent of an absence.

### **Academic Integrity**

All forms of cheating (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and plagiarism (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

### **Classroom Policy**

Students are expected to follow the policy of the Institute and demonstrate the appropriate respect for the historical premises that the school occupies. Please note that cell phones must be set on silent mode before the beginning of each class. Computers and other electronic devices cannot be used during class lectures and discussions for anything other than note-taking, unless there has been a specific academic accommodation.

## Schedule of Topics, Readings, and Assignments

### WEEK 1

#### **Introduction to the course and Roman Food (753 BCE – 476 CE)**

Meeting 1: *Course introduction and analysis of historical sources*

Meeting 2: *Roman Food*

#### Readings for the week:

Zhen, W. (2019) 'Menu Analysis', in *Food Studies: A Hands-On Guide*. London ; New York: Bloomsbury Academic, pp. 46–47.

Jurafsky, D. (2015) *The Language of Food: A Linguist Reads the Menu*. W. W. Norton & Company, pp. 7–20.

Kaufman, C., K. (2006) 'Ancient Rome', in *Cooking in Ancient Civilizations*. Westport, CT: Greenwood, pp. 121–131.

Corbier, M. (1999) 'The Broad Bean and the Moray: Social Hierarchies and Food in Rome', in Montanari, M. and Flandrin, J.-L. (eds) *Food: A Culinary History from Antiquity to the Present*. New York, NY: Columbia University Press, pp. 128–140.

#### Co-curricular activity:

Preparation of Apicius's aromatic salt with fresh herbs from Umbra's didactic garden Orto Sole.

### WEEK 2

#### **Medieval Food (476 – 1300)**

Meeting 1: *New influences on Medieval food culture*

Meeting 2: *Medieval cooking and recipes*

#### Readings for the week:

Montanari, M. (2012) 'Introduction: When European (Food) Culture Was Born', in Montanari, M. (ed.) *A Cultural History of Food in the Medieval Age* London ; New York, NY: Bloomsbury Academic, pp. 1–8.

Montanari, M. (1999) 'Romans, Barbarians, Christians & Production Structures and Food Systems in the Early Middle Ages', in Montanari, M. and Flandrin, J.-L. (eds), Sonnenfeld, A. (tran.) *Food: A Culinary History from Antiquity to the Present*. New York, NY: Columbia University Press, pp. 165–177.

Dickie, J. (2008) 'Venice, 1300s: Chinese Whispers', in *Delizia! The Epic Story of the Italians and Their Food*. New York, NY: Free Press, pp. 45–58.

Redon, O., Sabban, F. and Serventi, S. (eds) (1998) 'The Practice of Cooking & The Aesthetics of Cooking', in Redon, O., Sabban, F., and Serventi, S., *The Medieval Kitchen: Recipes from France and Italy*. Translated by E. Schneider. Chicago: Chicago University Press, pp. 16–28.

### WEEK 3

#### **Renaissance Food (1300 – 1600)**

Meeting 1: *Diets and food hierarchies: The humoral theory and the Great Chain of Being*

Meeting 2: *Renaissance banquets and feasting*

Readings for the week:

- Grieco, A., J. (1999) 'Food and Social Classes in Late Medieval and Renaissance Italy', in Montanari, M. and Flandrin, J.-L. (eds), Sonnenfeld, A. (tran.) *Food: A Culinary History from Antiquity to the Present*. New York, NY: Columbia University Press, pp. 302–312.
- Dickie, J. (2008) 'Rome, 1549-50: Bread and Water for Their Eminences', in *Delizial: The Epic History of the Italians and Their Food*. New York, NY: Free Press, pp. 100-113.
- Taylor, V. (2005) 'Banquet Plate and Renaissance Culture: A Day in Life', *Renaissance Studies*, 19(5), pp. 621-633.

WEEK 4

**The Columbian “Exchange” and Early Modern Food (1492 – 1800)**

Meeting 1: *The Columbian Exchange revisited*

Meeting 2: *The spread of the tomato and the transformation of tastes in Italy*

Readings for the week:

- Brosnan, K.A. (2011) 'Columbian Exchange', in *Encyclopedia of American Environmental History* New York: Facts On File, pp. 301-303.
- Gentilcore, D. (2009) 'Taste and the tomato in Italy: a transatlantic history', *Food and History*, 7(1), pp. 125–139.
- Montanari, M. (2013) 'Preservation and Renewal of Alimentary Identities', in *Italian Identity in the Kitchen, or Food and the Nation*. New York: Columbia University Press, pp. 33-40.

WEEK 5

**La Mezzadria (sharecropping) and “Traditional” Food (1800s – 2022)**

Meeting 1: *Agricultural systems and peasant food culture*

Meeting 2: *How poor is Cucina povera (Poor Cuisine)?*

Readings for the week:

- Diner, H.R. (2001) 'Black Bread, Hard Bread', in *Hungering for America: Italian, Irish, and Jewish foodways in the age of migration* Cambridge: Harvard University Press, pp. 21–47.
- Nowak, Z. (2013) 'Italian Stuffed vs. Maghreb Wrapped: Perugia's Torta al Testa Against the Kebab', in McWilliams, M. (ed.) *Wrapped and Stuffed Foods: Proceedings of the Oxford Symposium on Food and Cookery 2012*. Totnes: Prospect Books (Proceedings of the Oxford Symposium on Food and Cookery), pp. 101–107.
- Montanari, M. (2017) 'And at Last, the Farmers Win', in Naccarato, P., Nowak, Z., and Eckert, E.K. (eds) *Representing Italy Through Food*. London: Bloomsbury Academic, pp. 17–32.
- Nowak, Z. (2011) 'Looking Back to the Future: Historical Polycultures in Central Italy', *Agroforestry News*, 19(4), pp. 20–26.

Co-curricular field trip:

Preparing and sharing a “traditional” Umbrian meal at Malvarina *agriturismo* around Assisi

WEEK 6

**Political Unification and Industrialization of Food (1815–1915)**

Meeting 1: *The birth of the Italian nation-state and the Industrial (Food) Revolution*

Meeting 2: *The role played by Pellegrino Artusi in the culinary unification of Italy*

Readings for the week:

- Capatti, A. and Montanari, M. (2003) 'Appert in Italy', in *Italian cuisine: a cultural history*. Translated by A. O'Healy. New York: Columbia University Press, pp. 252-258.
- Helstosky, C. (2004) 'Unification through Monotony, Italy 1861–1914', in *Garlic and Oil: Politics and Food in Italy*. 1st edn. Oxford: Berg, pp. 11–38.
- Montanari, M. (2013) 'The Artusian Synthesis', in *Italian Identity in the Kitchen, or Food and the Nation*. New York: Columbia University Press, pp. 47-52.
- Dickie, J. (2008) 'Florence, 1891. Pellegrino Artusi', in *Delizia!: The Epic History of the Italians and Their Food*. New York, NY: Free Press, pp.196-215.

Assignments:

Course Journal Entries - First Check (due on Thursday, October 6th)

## **Semester Break**

### WEEK 7

#### **Food, the Nation and Women under Fascism (1915–1945)**

Meeting 1: *Fascist food policies and the experiences of women*

Meeting 2: *Uniting and modernizing the nation*

Readings for the week:

- Garvin, D. (2015) 'Taylorist Breastfeeding in Rationalist Clinics: Constructing Industrial Motherhood in Fascist Italy', *Critical Inquiry*, 41(3), pp. 655–674.
- Dickie, J. (2008) 'Milan, 1936', in *Delizia!: The Epic History of the Italians and Their Food* New York, NY: Free Press, pp. 256-268.
- Helstosky, C. (2003) 'Recipe for the Nation: Reading Italian History Through La Scienza in Cucina and La Cucina Futurista', *Food and Foodways*, 11(2–3), pp. 113–140.

### WEEK 8

#### **Diasporic Italian cuisines (1870s–2022)**

Meeting 1: *Italian migration and food*

Meeting 2: *Documentary screening on diasporic Italian cuisines and class discussion*

Readings for the week:

- Levenstein, H. (2002) 'The American Response to Italian Food, 1880-1930', in Counihan, C. (ed.) *Food in the USA: A Reader*. New York: Routledge, pp. 75–90.
- Albala, K. (2018) 'Italianità in America: The Cultural Politics of Representing "Authentic" Italian Cuisine in the US', in Naccarato, P., Nowak, Z., and Eckert, E.K. (eds) *Representing Italy Through Food*. London: Bloomsbury Academic, pp. 205–218.

## WEEK 9

### Post-war Economic Boom and The Quest for Food Quality (1950s–2022)

Meeting 1: *Post-war economic boom*

Meeting 2: *Changing food habits and the quest for quality*

#### Readings for the week:

Garvin, D. (2017) 'Producing consumers: Gendering Italy through food advertisements', in Naccarato, P., Nowak, Z., and Eckert, E.K. (eds) *Representing Italy Through Food*. London: Bloomsbury Academic, pp. 141–164.

Montanari, M. (2013) 'The "Italian Miracle": Between Modernity and Tradition', in *Italian Identity in the Kitchen, or Food and the Nation*. New York: Columbia University Press, pp. 59–64.

Parasecoli, F. (2014) 'Now and the Future', in *Al Dente: A History of Food in Italy* London: Reaktion Books, pp. 198–222.

## WEEK 10

### Italian Food Activism and the "Authentic" Italian Cuisine

Meeting 1: *Slow Food and alternative food movements in Italy*

Meeting 2: *Debating the "Authenticity" of Italian Cuisine*

#### Readings for the week:

Siniscalchi, V. (2014) 'Slow Food Activism between Politics and Economy', in Siniscalchi, V. and Counihan, C. (eds) *Food Activism: Agency, Democracy and Economy*. London: Bloomsbury Publishing Plc, pp. 225–242.

Browse <https://www.slowfood.com/>

Wong, E. K. (2017) 'Authenticity all'Italiana: Food discourses, diasporas, and the limits of cuisine in contemporary Italy', in Naccarato, P., Nowak, Z., and Eckert, E.K. (eds) *Representing Italy Through Food*. London: Bloomsbury Academic, pp. 33–53.

## WEEK 11

### Menu Analysis In-class Presentations

Meeting 1: *Menu Analysis presentations (A-L)*

Meeting 2: *Menu Analysis presentations (M-Z)*

## WEEK 12

### Contemporary Italian Cuisine

Meeting 1: *Writing Workshop*

Meeting 2: *Street food and the domestic character of Italian cuisine*

#### Readings for the week:

Parasecoli, F. (2021) 'Eating on the go in Italy: between cibo di strada and street food', *Food, Culture & Society*, 24(1), pp. 112–126. doi:[10.1080/15528014.2020.1859901](https://doi.org/10.1080/15528014.2020.1859901).

Montanari, M. (2013) 'Epilogue: In Search of Home Cooking', in *Italian Identity in the Kitchen, or Food and the Nation*. New York: Columbia University Press, pp. 73–84.



Assignments:

Course Journal Entries - Second Check (due on Thursday, December 8th)

**WEEK 13**

**Final Exams and Special Academic Events Week**

TBA