

## Term Information

Effective Term Summer 2023  
*Previous Value* Autumn 2022

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding 100% DL and updating the prereq to the new GE writing language.

What is the rationale for the proposed change(s)?

We regularly teach this course online

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2702
Course Title	Food in World History
Transcript Abbreviation	Food World History
Course Description	Survey of the history of food, drink, diet and nutrition in a global context.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
<i>Previous Value</i>	<i>No, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

**Prerequisites/Corequisites**

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

***Previous Value***

*Prereq or concur: English 1110.xx, or permission of instructor.*

**Exclusions**

**Electronically Enforced**

Yes

## Cross-Listings

**Cross-Listings**

## Subject/CIP Code

**Subject/CIP Code**

54.0101

**Subsidy Level**

Baccalaureate Course

**Intended Rank**

Freshman, Sophomore, Junior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors); Sustainability

The course is an elective (for this or other units) or is a service course for other units

## Course Details

**Course goals or learning objectives/outcomes**

- An understanding of how food systems have developed in human history

**Content Topic List**

- Feeding the ancient world
- Food taboos
- History of food systems
- Food and empire
- Tea
- Sugar
- Coffee
- Bananas
- Famine
- Alcohol in history
- Beef and cattle complex
- Chicken and industrialization of food
- Milk and dairying
- History of dieting
- Vegetarianism

**COURSE CHANGE REQUEST**  
2702 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
11/01/2022

**Sought Concurrence**

No

**Attachments**

- 2702 - DL Coversheet.pdf: DL Cover Sheet  
*(Cover Letter. Owner: Getson,Jennifer L.)*
- 2702 - DL Syllabus FINAL.docx: Syllabus - DL  
*(Syllabus. Owner: Getson,Jennifer L.)*
- History 2702 NewGE.docx: Syllabs - In-Person  
*(Syllabus. Owner: Getson,Jennifer L.)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	10/31/2022 02:24 PM	Submitted for Approval
Approved	Soland,Birgitte	10/31/2022 06:54 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/01/2022 01:42 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/01/2022 01:42 PM	ASCCAO Approval



# HISTORY 2702

Food in World History

Autumn 2022 (full term)

3 credit hours

Online

## COURSE OVERVIEW

### Instructor

Instructor: Dr. Dylan Cahn

Email address: Cahn.15@osu.edu (preferred contact method)

Please make sure you have my @osu.edu email NOT my @buckeyemail.osu.edu email from when I was a graduate student.

Phone number: (Emergencies only please—Text first) 614-753-0176

Office hours: Remote Zoom meetings Wednesdays 2pm-3pm and by appointment

### Teaching Assistant

Name: Alyssa Kotova

Email: kotva.2@osu.edu

Office Hours: Zoom meetings by appointment

### Course description

Food is central to all aspects of human life. Biologically, food is a necessity that provides the basic energy and sustenance required to grow, reproduce, and sustain life. Culturally, food has defined what it means to belong to a specific region, people, or tradition, and has served to demarcate those who “belong” and those who are outside a given group of people. Militarily and diplomatically, food fuels wars, conquests, and all manner of conflict—armies have been said to “march on their stomachs,” and historically the most successful militaries have held the best fed soldiers. Human history on a “big” and global scale, then, can be studied as the way in which food has been produced, distributed, and consumed.

This course offers a global history of food spanning the pre-history era of early man to the contemporary era and its accompanying irony of both food abundance and extreme famine. Throughout this course we will also explore the “case study” of the history of brewing (beer, wine, cider, mead) as a through thread that will help demonstrate the larger themes presented in the course in a more easily consumable package. Fermented drinks such as beer, wine, mead, and cider have historically been central to human diets, customs, and health. Thus, in this course we will both investigate larger themes, regions, and eras, and then move to a more “ground-level” focus on the history of brewing to better understand how these larger themes play out historically. For example, we will look at classical Rome and Greece and then investigate Roman wine and the role of alcohol in the classical period. When we study the industrial revolution and its enormous impact on food, we will then examine how brewing methods (and consumption) shifted from pre to postindustrial periods.

## Course learning outcomes

By the end of this course:

- Students learn the profound ways in which the production, distribution and consumption of food has shaped historical processes like health transitions, globalization, and environmental transformation.
- Students discover the complex and surprising history of everyday foodstuffs like chicken, wheat, and sugar.
- Students are introduced to multiple interpretations of food history.
- Students understand the political and cultural nature of food.
- Students develop expertise in the history of brewing as a window into larger themes in food history.

## General education goals and expected learning outcomes

### General Education (GE)

This course fulfills the Legacy GE category of **Historical Studies** and **Diversity: Global Studies** OR the current GE Theme of **Sustainability**.

### Legacy GE: Historical Studies

#### **Goal:**

Students recognize how past events are studied and how they influence today’s society and the human condition.

#### **Expected Learning Outcomes (ELOs):**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

**This course will fulfill the Legacy GE: Historical Studies in the following ways:**

In this course, students will study the history of food and its consumption to consider how diet and nutrition have shaped human activity throughout recorded history (ELO 1), to understand how we have arrived at our contemporary systems of diet and nutrition, including the problems associated with the modern diet (from malnutrition to the overconsumption of sugar) (ELO 2). In order to practice historical analysis students will read primary and secondary sources that expand upon the lectures each week and write critically about these sources as they basis for their midterm essay exams which invite them to think holistically about historical processes and contexts (ELO 3).

**Legacy GE: Diversity: Global Studies**

**Goal:**

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

**Expected Learning Outcomes (ELOs):**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

**This course will fulfill the Legacy GE: Diversity: Global Studies in the following ways:**

In this course students will examine the history of food systems in global and comparative perspective, ranging in subject matter from the history of brewing in ancient Egypt to contemporary food shortages in parts of southeastern Asia to understand and appreciate both how food is culturally important to national and international diversity and is embedded in geopolitical, social and economic systems from wars to sustainability pathways and global cooperation (ELO 1). Students will also consider how the universality of food, a necessity for basic life, is often inequitably distributed and how national and international cooperation to create food pathways is an important component of contemporary global citizenship (ELO 2).

**GE Theme: Sustainability**

As part of the **Sustainability** Theme of the General Education curriculum, this course is designed to prepare students to be able to do the following:

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1: Identify, describe, and synthesize approaches or experiences as they apply to the theme.

ELO 2.2: Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

This course fulfills the specific requirements for the Sustainability GE theme:

GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

ELO1.1: Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.

ELO 1.2: Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.

ELO 1.3: Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

<b>Themes: General</b>		
<b>Goals</b>	<b>Expected Learning Outcomes</b>	<b>Notes</b>
<b>GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.</b>	<b>Successful students are able to ...</b> <b>1.1</b> Engage in critical and logical thinking about the topic or idea of the theme.	All assignments encourage critical thinking: the two response papers invite students to critically assess certain key transitional moments in world food history (like the Neolithic Revolution and the Columbian Exchange). The lectures and discussions link our present to critical decisions and choices made in the past (like the switch to fossil fuels or the rising consumption of meat).
	<b>1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	This ELO is satisfied by the final paper for the class, in which students are expected to write an advanced, in-depth and scholarly exploration of a particular food and how the systems providing it have affected the human body and the planet

		in positive and negative ways over time.
<b>GOAL 2: GOAL:</b> <b>Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</b>	<b>2.1</b> Identify, describe, and synthesize approaches or experiences as they apply to the theme.	The course's final paper invites students to write about a particular food, its history, and its bodily and planetary effects. They should explore this particular food through the concept of sustainability.
	<b>2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Students will demonstrate their developing sense of self as a learner in several ways. First, through regular contributions to class discussions forums. Second, the written exercises encourage self-reflection, particularly the final project, which asks students to critically interrogate a particular foodstuff.

Theme: Sustainability	
Expected Learning Outcomes	Related Course Content ELOs
<b>Successful students are able to ...</b>  <b>1.1</b> Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.	<b>In this course, students will ...</b>  This ELO is covered particularly in modules 2 and 3. There are two exercises through which this ELO is satisfied. The first is a response paper on module 2 (on globalization and industrialization) and the second is a written exercise and discussion on the historical context of today's World Food Crisis (module 3). This latter issue is discussed by introducing students to a series of twentieth-century food crises (1930s, late 1940s, 1970s) in which financial, ecological, climatic and geostrategic issues became complexly interwoven. Students here explore whether or not modern food systems have become unsustainable



<p><b>1.2</b> Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.</p>	<p>This ELO is satisfied in particular by the first module and response paper, in which students are introduced to the deep history of human foodways (i.e. from prehistory onwards) and the planetarily consequential process of the complicated shift to sedentism and the rise of agriculture. They are invited to discuss whether, and in what ways, early food systems were sustainable</p>
<p><b>1.3</b> Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.</p>	<p>Module 4 is devoted to the specific study of the history of four food systems, those for corn, wheat, meat, and sugar. A considerable amount of time in class will be devoted to the question of the sustainability of such systems, from a historical as well as a contemporary perspective.</p> <p>In terms of written work, this ELO is again satisfied by the EAT-Lancet exercise at the end of module 3. Here, students explicitly confront the current problems of our world food system and how these problems historically emerged.</p>

## HOW THIS ONLINE COURSE WORKS

**Mode of delivery:** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. However, this course does require weekly participation and you will be expected to view lectures, read additional materials and engage with your peers and myself through weekly discussion posts on Carmen.

**All material for this course will be located on the Carmen course page.** Class updates will be posted in Carmen's **Announcements**, and our weekly materials will be organized under the Carmen **Modules** tab that will correspond to our class week (i.e. Module 1 = week 1). Finally, info and dates on your major assignments will be posted in the **Assignments** section on Carmen.

**Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Each week I will post a new series of readings and lectures as well as an update where I talk about how assignments and discussions have been going, recap the information we have covered, and prepare you to handle the new materials for the coming week.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**  
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**  
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

There is *no required textbook for this class*. Instead, readings, course materials, and primary sources will be provided via Carmen in the corresponding week's module.

### Course technology

#### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

#### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))

#### Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection

- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

# GRADING AND FACULTY RESPONSE

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Weekly Discussion Posts	20%
Essay One	25%
Essay Two	25%
Final Project	30%
Total	<b>100</b>

*See course schedule below for due dates.*

## Descriptions of major course assignments

### Weekly Discussion Posts

**Description:** As an online course you will be expected to **read weekly materials** at your own pace and **post one discussion post and two responses to other posts (by replying to their post) per week by 11:59 PM each Friday** that answer questions I will pose based on the readings and lectures. These discussion posts should be at least one paragraph in length (though often two will work better) and usually will not be longer than three paragraphs. Please remember to **cite** either lecture or reading materials whenever possible! Also, make sure when you are responding to your peers that you are not just simply agreeing with them but rather bringing in new information and ideas from the course materials that further the discussion. Ten out of 11 possible discussion posts will be counted for your grade. Your discussion posts will be graded for engagement with the material and at least one reference to the lecture or reading material.

**Academic integrity and collaboration:** Copying and pasting someone else's post or copying source material/internet sources etc. without citations is considered plagiarism. Please make sure your work is your own and that you cite all your quotes and source usages. A simple citation via parenthetical (Cahn, 52) for example if you found something on pg 52 of a document I wrote, or footnote style<sup>1</sup> will suffice for discussion posts and a similar but slightly extended version of this citation style will be used for papers—covered in depth in my writing guide that will be posted to Carmen during week 1.

### Midterm Essays

**Description:** Students will write two **3-4 page essays** (double spaced) following prompts that are handed out according to the dates on the syllabus. These essays are due **October 23rd** and **November 13<sup>th</sup>** respectively. These short essays will serve as checkpoints that will allow me to help each of you with your writing skills and will ensure that you have been able to absorb the material adequately. These essays will also take the place of a timed midterm.

**Academic integrity and collaboration:** The work you submit to me must be your own. Any ideas not your own must be attributed with a citation. **You are also welcome to utilize any major style guide for citations that is commonly used in your discipline (i.e. Chicago/Turabian, MLA, APA) so long as you remain consistent.** Any cases of plagiarism and cheating will be referred to the appropriate University Committee on misconduct. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper.

### Final Project

**Description:** Students will research and prepare a historical cuisine and write a short paper answering questions that I will post on your dish. It is **not** a requirement to be able to cook as I realize that many of you may be living in dorms or may have limited budgets for food prep. That said, you will choose between cooking and preparing your dish and writing a 2-3 page write up answering the questions that I

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<sup>1</sup> Cahn, 52.

pose, OR if you are unable to cook your dish you will write a 4-5 page paper talking about how you would have prepared the food and also answering my questions. Essentially, this is to make both options balanced—you don't need to cook, but this way either option will require roughly the same amount of effort from you. And keep in mind this final is meant to be fun and comes in the place of a timed cumulative exam.

**Academic integrity and collaboration:** The work you submit to me must be your own. Any ideas not your own must be attributed with a citation. **You are welcome to utilize any major style guide for citations that is commonly used in your discipline (i.e. Chicago/Turabian, MLA, APA) so long as you remain consistent.** Any cases of plagiarism and cheating will be referred to the appropriate University Committee on misconduct.

## Extra Credit

**Description:** Up to **two times** (each extra credit assignment will add 2.5% to your final grade) you may research a historical recipe, prepare the food, and write up a short 2-3 paragraph paper (1-2 pages) (with additional pictures of your cooking process) detailing the historical significance of your recipe. These assignments will be graded on a participation basis—but do your best here (I will not award extra credit for attempts that don't take the assignment seriously). For example, you might write a bit about the significance of using olives in Roman/Greek classical cooking, or the importance of packaged foods in the modern period. **If you don't have kitchen access** or are unable to cook food for any reason at all (financial, logistical, etc) **you may complete this assignment through the paper alone** though I ask that you write a 3-4 page paper instead and describe how you would have cooked this food, the historical dimensions of the recipe, and what ingredients or cooking methods may have changed over time. (I.e., I had a student prepare a Roman cheesecake made with farmers cheese and honey as Romans neither had access to cream cheese nor refined sugars, so you would talk about these ingredient changes and their significance/how it effects our perception of the food, etc.) **All Extra Credit is due by December 5<sup>th</sup> at 11:59 pm EST**

**Academic integrity and collaboration:** The work you submit to me must be your own. Any ideas not your own must be attributed with a citation. **You are welcome to utilize any major style guide for citations that is commonly used in your discipline (i.e. Chicago/Turabian, MLA, APA) so long as you remain consistent.** Any cases of plagiarism and cheating will be referred to the appropriate University Committee on misconduct.

**Note:** For all cooking-based assignments you will need to take pictures of your process (ingredients, cooking the food, and the final product) since we will not be able to enjoy your food in person. If you would like (no penalty if not) you may elect to share your recipe/write up with the class and I will place this in a shared folder for everyone's benefit! **Also: No cooking/kitchen access is required in this course; all cooking assignments have alternative writing assignments.**

## Late assignments

Students must submit all assignments on time. No extensions will be granted except in the case of documented emergency (but please reach out if you have issues). Papers submitted late without

explanation or justified excuse may be subject to a lowering of grade by one letter per day (i.e., a B will become a C). Failure to submit an assignment will result in a grade of 0 for that assignment.

## Grading scale

100-93: A  
 90-92: A-  
 89-87: B+  
 86-82: B  
 82-80: B-  
 79-77: C+  
 76-73: C  
 72-70: C-  
 69-67: D+  
 66-63: D  
 62 and below: E

**On grading:** To help you achieve the highest grade possible I have implemented a few practices for the course. First, I will post a writing guide during the first week of class to help you with papers, you may also contact the writing center if you need help or reach out to me through email or via zoom for assistance. I am ALWAYS happy to read your paper's thesis and conclusion to make sure you are on the right track as long as you email me at least 48 hours before the due date. Next, you should pay attention to the comments on your discussion posts as I will tell you what, if anything, needs improvement for the following week's post. Finally, I have structured the final assignment in a way where weaker writers (and/or those with culinary experience) can still succeed by preparing their own historical meal and discussing it, while those who would prefer to write a research paper can avoid cooking. In this way it is my goal that students from a variety of majors and foci can excel in this course and receive the grades they hoped for! Grading will be done holistically. For all of these assignments, I expect you to write in complete sentences using formal writing (no contractions, write concisely) and you should also cite and bring in examples from lectures and readings to supplement your arguments. The writing guide I will post during the first week will explain what I expect A, B, or C papers to look like and will serve as a guide for writing expectations.

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

### Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here: <http://advising.osu.edu>

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>



## **Your mental health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

### **Requesting accommodations**

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### **Accessibility of course technology**

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](https://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](https://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

### Week 1: Aug 23-26 Prehistoric Food and Food in Deep Human History

Reading: (Posted on Carmen)

Kristen J. Gremillion, “Beginnings,” and “Foraging,” in *Ancestral Appetites: Food in Prehistory* (Cambridge: Cambridge University Press, 2011), 12-47.

Additional material: Prehistoric Firelighting Dr. James Dilley

<https://www.youtube.com/watch?v=9viXJ9r1V-I>

**Discussion posts for this week due by Monday Aug 29 at 11:59 pm EST (Discussion posts normally due on Friday but due to the start date of the course the due date has been extended)**

### Week 2: Aug 29- Sept 2: Agriculture and the Neolithic Revolution

Reading: (Posted on Carmen)

Katheryn C. Twiss, *The Archeology of Food: Identity, Politics, and Ideology in the Prehistoric and Historic Past* (Cambridge: Cambridge University Press, 2011)  
(Selections of book posted on Carmen)

Additional material: “The Agricultural Revolution: Crash Course World History #1”

[https://www.youtube.com/watch?v=Yocja\\_N5s1I](https://www.youtube.com/watch?v=Yocja_N5s1I)

**Discussion posts for this week Due By Friday Sept 2 at 11:59 pm EST**

### Week 3: Sept 5-9 Food Cultures of the Ancient World

Reading: (Posted on Carmen)

Linda Civitello, “Grain, Grape, Olive: Ancient Greece and Imperial Rome,” in *Cuisine and Culture: A History of Food and People* (Hoboken: John Wiley and Sons, 2008), 25-52.

Roel Sterckx, *Food, Sacrifice, and Sagehood in Early China* (Cambridge: Cambridge University Press, 2011). (Short Selections from this book)

**Discussion posts for this week Due By Friday Sept 9 at 11:59 pm EST**

## **Week 4: Sept 12-16 Beer, Wine, and Brewing in the Ancient World**

Reading (posted on Carmen):

Patrick McGovern et al, "Ancient Egyptian Herbal Wines," *Proceedings of the National Academy of Sciences of the United States of America*, May 5, 2009, Vol. 106, No. 18 (May 5, 2009), pp. 7361-7366.

Additional Material: Beers of Ancient Egypt and Mesopotamia (Archaeological Institute of America)  
<https://www.youtube.com/watch?v=EKroXGPPQAA>

**Discussion posts for this week Due By Friday Sept 16 at 11:59 pm EST**

## **Week 5: September 19-23 Food in the Medieval World**

Reading (posted on Carmen):

Kirk Ambrose, "A Medieval Food List from the Monastery of Cluny," *Gastronomica*, Vol. 6, No. 1, (Winter 2006), pp. 14-20. //This is an interesting presentation of a primary source that gives us a glimpse into medieval monastic food culture. A brief but informative read.

David R. Knechtges, "Gradually Entering the Realm of Delight: Food and Drink in Early Medieval China," *Journal of the American Oriental Society*, Apr. - Jun., 1997, Vol. 117, No. 2 (Apr. - Jun., 1997), pp. 229-239.

Additional Material: What did a Knight's Servants Eat?  
<https://www.youtube.com/watch?v=nPpWughBPc4>

**Discussion posts for this week Due by Friday Sept 23 at 11:59 pm EST**

## **Week 6: September 26-30 South & Mesoamerican Food + Essay Discussion**

Reading (posted on Carmen):

Martin Biskowski, "Maize Preparation and the Aztec Subsistence Economy," *Ancient Mesoamerica*, Fall 2000, Vol. 11, No. 2 (Fall 2000), pp. 293-306.

Also read the essay guide and grading handout posted in this week's module for help writing essays. Don't forget to reach out early if you need more help and remember you can visit OSU's writing center as well for more assistance.

**Discussion posts for this week Due by Friday Sept 30 at 11:59 pm EST**

**Short Essay 1 Prompt Posted! Due via Carmen by Sunday Oct 23 11:59 pm EST**

## **Week 7: October 3-7 The Columbian Exchange**

Reading (posted on Carmen):

Paul Kelton, *Epidemics and Enslavement: Biological Catastrophe in the Native Southeast, 1492-1715*, (University of Nebraska Press: 2007). (Selections posted from this book to discuss with the Crosby reading)

Alfred Crosby, “New World Foods and Old World Demography,” in *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Westport, CT: Praeger, 2003), 165-207.

Additional Materials: Crash Course History’s Columbian Exchange Overview

<https://www.youtube.com/watch?v=HQPA5oNpfM4>

**Discussion posts for this week Due by Friday October 7 at 11:59 pm EST**

## **Week 8: October 10-14 Colonial American Food**

Reading (posted on Carmen):

James, McWilliams, *A Revolution in Eating: How the Quest for Food Shaped America*, (Columbia University Press: 2005). (Selections from this book posted on Carmen)

Additional Materials:

<https://www.youtube.com/watch?v=c5-6yoOCKv0> colonial cooking at American Revolution Museum at Yorktown

Colonial cooking in a replica of a colonist’s Virginia kitchen

<https://www.youtube.com/watch?v=jOWpzR0b6Ko>

**Discussion posts for this week Due By Friday October 14 at 11:59 pm EST**

## **Week 9: October 17-21 Brewing and Drinking in the Preindustrial World**

Reading (posted on Carmen):

James E. McWilliams, "Brewing Beer in Massachusetts Bay, 1640-1690," *The New England Quarterly*, Dec., 1998, Vol. 71, No. 4 (Dec., 1998), pp. 543-569.

Kristof Glamann, *Beer and Brewing in Pre-Industrial Denmark*, (University Press of Southern Denmark, 2005). (Short Selections)

Additional Material:

Apple Cider Making in the 18<sup>th</sup> Century: <https://www.youtube.com/watch?v=e38a363JFVA>

**No Discussion Post this Week: Work on your Essay!**

**Essay 1 Due Sunday October 23 by 11:59 pm EST (Carmen Upload)**

**Week 10: October 24-28 French and Italian Cuisine**

Reading (Posted on Carmen):

John Mariani, *How Italian Food Conquered the World*, (St. Martin's Press: 2011). (Selections posted from this book)

Additional Materials:

French Gastronomy: The Origins of Haute Cuisine:  
<https://www.youtube.com/watch?v=mHMnktPx1Mg>

**Discussion posts for this week Due by Friday October 28 at 11:59 pm EST**

**Essay Prompt 2 Handed out—Due by Sunday November 13 at 11:59 pm EST**

**Week 11: October 31 - November 4 Food in the Industrial Revolution and the Nutrition Transformation**

Reading (Posted on Carmen):

Rachel Laudan, "Modern Cuisines: The Expansion of Middling Cuisines, 1820-1910," *Cuisine and Empire: Cooking in World History* (Berkeley: University of California Press, 2013), 248-307.

Additional Materials:

Industrial Revolution Crash Course History: <https://www.youtube.com/watch?v=zjK7PWmRRyg>

**Discussion posts for this week Due by Friday November 4 at 11:59 pm EST**

## Week 12: November 7-11 Food and Imperialism

Reading (Posted on Carmen):

Troy Brickham, "Eating the Empire: Intersections of Food, Cookery and Imperialism in Eighteenth Century Britain," *Past & Present*, Feb., 2008, No. 198 (Feb., 2008), pp. 71-109.

René Alexander D. Orquiza, *Taste of Control: Food and the Filipino Colonial Mentality under American Rule*, (Rutgers University Press: 2010). (Short selections from this book)

Additional Materials (Pick one to watch if you don't have time for both):

Indigenous Food and Imperialism (Impacts of Colonialism and Modernity on Indigenous Diets and Strategies for Improvement)

<https://www.youtube.com/watch?v=egVhcR0KLo4&t=0s>

Fast Food and Culinary Colonialism in India: <https://www.youtube.com/watch?v=pLZf5E2d9jc>

**No Discussion this week, work on your essays!**

## **Essay 2 Due by November 13 at 11:59 pm EST (Carmen Upload)**

**Final Exam Assignment Posted, Due Monday December 5 uploaded to Carmen by 11:59 pm EST**

## Week 13: November 14-18 Food During War

Reading (Posted on Carmen):

Terrence Witkowski, "World War II Poster Campaigns: Preaching Frugality to American Consumers," *Journal of Advertising*, Vol. 32, No. 1 (Spring, 2003), pp. 69-82.

Additional Materials:

World War II Field Kitchen Overview: [https://www.youtube.com/watch?v=IEt4rrtEN\\_k](https://www.youtube.com/watch?v=IEt4rrtEN_k)

**Discussion posts for this week Due by Friday November 18 at 11:59 pm EST**

**Week 14: November 21- December 2 Synthetic Food, The Green Revolution, and The Organic Resistance** Note: Fall break begins Wednesday Nov 23, so this unit lasts an additional week. Take the extra time to work on your finals!

Reading (Posted on Carmen): The first two sources here are very short reads, feel free to skim the Cullather and Carson as needed/desired for context.

Nick Cullather, "The World Food Problem," and "A Parable of Seeds," in *The Hungry World: America's Cold War Battle Against Poverty in Asia* (Cambridge, Mass: Harvard University Press, 2010), 1-10, 159-179.

J.I. Rodale, "What does Organic Mean?" *Organic Gardening and Farming*, December 1958, 13-15.

"Water Fluoridation: the truth they don't want you to know," *The Ecologist*, Vol. 29, No. 1, January/February 1999.

Rachel Carson, *Silent Spring* (Darling & Darling: 1962). Full text but feel free to skim

**No Response Post this Week, Work on your Final Exam!**

**FINAL EXAM AND ALL OTHER ASSIGNMENTS  
DUE VIA CARMEN: Monday, December 5 by 11:59 pm EST!!!**

# HISTORY 2702: FOOD IN WORLD HISTORY

Semester/Year

Room/Building

Date/Time

**Instructor:** Chris Otter

**Office:** Dulles Hall 263

**Email:** otter.4@osu.edu

**Office Hours:** XXXX

## Course Description and Goals

Food is implicated in all dimensions of human existence. It is a biological necessity, without which human beings die. Control over food supplies is a basic function of all organized states and societies. Shared food traditions and tastes shape cultural identities. Human history, then, can be told as a history of how food has been produced, distributed and consumed. This course offers a synoptic, global history of food, beginning with pre-agricultural societies and ending with today's global food crisis. The course particularly focuses on food systems and their ecological and biological effects.

The class is organized into 5 modules:

1. The deep history of food systems
2. The industrialization and globalization of food systems
3. Food systems, stress, and sustainability
4. Corn, wheat, meat, sugar: the history of four food systems
5. Food, diet, and the body

This course fulfills the general requirements and expected learning outcomes for the GE themes:

**GOAL 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

**GOAL 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1: Identify, describe, and synthesize approaches or experiences as they apply to the theme.

ELO 2.2: Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

This course fulfills the specific requirements for the Sustainability GE theme:



GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

ELO1.1: Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.

ELO 1.2: Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.

ELO 1.3: Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

### Course Readings

There is no required textbook for this course. All readings will be posted on Carmen.

### Course Papers and Assignments

- 1. Attendance and Class Participation (10%).** Students are expected to attend every class. Each lecture will include periods where the material is opened up to discussion and there will be some classes which are discussion-only. The best learning takes place when students participate, so students will receive credit for comments, observations, answers and questions.
- 2. Two Response Papers (20% each).** In week 3 and week 6 students are given response papers, one for module one and one for module 2. For each response paper, they are given a series of questions relating to the module, from which they pick one and answer it. The paper must refer to lectures and class readings. It will be 4-5 pages long and correctly formatted.
- 3. World Food Crisis Paper (20%).** In week 12, students write a paper which invites them to respond to the Eat-Lancet Commission on Healthy Diets from Sustainable Food Systems Summary Report (2019), in which they situate the Commission's findings within the longer history of food systems and their sustainability.
- 4. Final Paper (30%).** At the end of the course, students present a final paper in which they explore the history of one particular food (or recipe) and its relationship to the planet and to the human body. The final 2 modules discuss these particular issues in detail.

### Attendance Policy

Students are expected to attend every lecture. If you can't make a lecture, please contact me in advance with a valid excuse. More than 2 unexcused absences will result in a grade of 0 for attendance and class participation.

### Grading Scale

A (93-100), A- (90-92), B+ (87-89), B (82-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62) E (below 60).

Grades will be rounded up. For example, a 92.3 will become a 93.

### Statement on Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### Statement on Disability

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### Statement on Mental Health

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## **Class Schedule and Readings**

### MODULE 1 EARLY FOOD SYSTEMS

#### Week 1

#### *Foraging, Hunting, and Fire: Food in Deep Human History*

Kristen J. Gremillion, "Beginnings," and "Foraging," in *Ancestral Appetites: Food in Prehistory* (Cambridge: Cambridge University Press, 2011), 12-47.

#### *The Neolithic Revolution and the Emergence of Agriculture*

Jared Diamond, "The Worst Mistake in the History of the Human Race," *Discover Magazine*, 1987. Access online at:  
<http://discovermagazine.com/1987/may/02-the-worst-mistake-in-the-history-of-the-human-race>

David Graeber and David Wengrow, "The Ecology of Freedom," in *The Dawn of Everything: A New History of Humanity* (New York: Farrar, Straus, and Giroux, 2021), 249-275.

## Week 2

### *The Emergence of East and South Asian Food Systems*

E.N. Anderson, "The Crucial Millennium," in *The Food of China* (New Haven: Yale University Press, 1988), 29-56.

### *The Emergence of American Food Systems*

Sophie D. Coe and Michael D. Coe, "The Aztecs: People of the Fifth Sun," in *The True History of Chocolate*, 2<sup>nd</sup> ed. (London: Thames and Hudson, 2007), 65-105.

## Week 3

### *Food in Ancient Greece and Rome*

Linda Civitello, "Grain, Grape, Olive: Ancient Greece and Imperial Rome," in *Cuisine and Culture: A History of Food and People* (Hoboken: John Wiley and Sons, 2008), 25-52.

### *Food in Medieval and Renaissance Europe*

Massimo Montanari, "To Each His Own," in *The Culture of Food*, trans. Carl Ipsen (Oxford: Blackwell, 1994), 68-97.

## **RESPONSE PAPER ONE HANDED OUT**

## Week 4

### *No Class: Work on First Response Paper*

## MODULE 2

## THE INDUSTRIALIZATION AND GLOBALIZATION OF FOOD SYSTEMS

### *The New World and the Columbian Exchange*

Alfred Crosby, "New World Foods and Old World Demography," in *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Westport, CT: Praeger, 2003), 165-207.

## **RESPONSE PAPER ONE HANDED IN**

### Week 5

#### *The Transformation of Food Systems and Cultures, 1700-1945*

Carol Helstolsky, "Introduction," and "The Cooking of Consent, Italy 1922-1935," in *Garlic and Oil: Politics and Food in Italy* (New York: Berg, 2004), 1-10, 63-90.

Harvey Levenstein, "The Golden Age of Food Processing: Miracle Whip *über Alles*," "The Best-Fed People the World Has Ever Seen?" and "Fast Food and Quick Bucks," in *Paradox of Plenty: A Social History of Eating in Modern America* (Berkeley: University of California Press, 2003), 101-130, 227-236.

#### *The Nutrition Transition and the Industrialization of World Food Systems*

Rachel Laudan, "Modern Cuisines: The Expansion of Middling Cuisines, 1820-1910," *Cuisine and Empire: Cooking in World History* (Berkeley: University of California Press, 2013), 248-307.

### Week 6

#### *Synthetic Fertilizers, Fossil Fuels and Population Growth*

Vaclav Smil, "Nitrogen in Agriculture," "Creating an Industry," and "Consequences of the Dependence," in *Enriching the Earth: Fritz Haber, Carl Bosch, and the Transformation of World Food Production* (Cambridge, Mass.: MIT Press, 2004), 1-20, 83-108, and 177-198.

#### *The Globalization of Food*

Rachel Laudan, "Modern Cuisines: The Globalization of Middling Cuisines, 1920-2000," *Cuisine and Empire: Cooking in World History* (Berkeley: University of California Press, 2013), 308-359.

## **RESPONSE PAPER 2 HANDED OUT**

### Week 7

*No Class: Work on Final Projects*

*In-Class Discussion and Explanation of Final Project*

**RESPONSE PAPER 2 HANDED IN**

Week 8

*Where Have We Come So Far? A Discussion of the History of Food Systems, Plus Short Questionnaire*

MODULE 3  
FOOD SYSTEMS, STRESS, AND SUSTAINABILITY

*Food and War*

Lizzie Collingham, “Introduction – War and Food,” “Germany’s Quest for Empire,” and “The Soviet Union – Fighting on Empty,” in *The Taste of War: World War II and the Battle for Food* (New York: Penguin, 2012), 1-14, 18-48, 317-346.

Week 9

*Famine (1): Ireland and India*

Alex de Waal, “A Short History of Modern Famines,” in *Mass Starvation: The History and Future of Famine* (Cambridge: Polity Press, 2018), 53-82.

*Famine (2): Ukraine, Kazakhstan, and China*

Frank Dikötter, “Preface,” “‘Dear Chairman Mao’,” “The Gulag,” “The Final Tally,” and “Epilogue,” in *Mao’s Great Famine* (London: Bloomsbury, 2010), xi-xvii, 215-223, 287-292, and 324-338.

Week 10

*No Class: Individual Meetings, Work on Outlines for Final Paper*

*Monoculture and Agroecosystems*

John Soluri, “Going Bananas,” and “Altered Landscapes,” in *Banana Cultures: Agriculture, Consumption, & Environmental Change in Honduras and the United States* (Austin: University of Texas Press, 2005), 18-40 and 75-103.

**FINAL PAPER OUTLINE HANDED IN**

Week 11

*The World Food Problem and the Green Revolution*

Nick Cullather, “The World Food Problem,” and “A Parable of Seeds,” in *The Hungry World: America’s Cold War Battle against Poverty in Asia* (Cambridge, Mass: Harvard University Press, 2010), 1-10, 159-179.

*The World Food Crisis Today*

The Eat-Lancet Commission, “Healthy Diets from Sustainable Food Systems,” 2019. Available online at: [https://eatforum.org/content/uploads/2019/07/EAT-Lancet\\_Commission\\_Summary\\_Report.pdf](https://eatforum.org/content/uploads/2019/07/EAT-Lancet_Commission_Summary_Report.pdf)

Week 12

*Class Discussion and Debate on the History of World Food Crises*

***EAT-LANCET RESPONSE PAPER HANDED OUT***

MODULE 4  
THE HISTORY OF FOOD SYSTEMS

*Corn*

Helen Anne Curry, “Introduction,” “Copy,” and “Grow,” in *Endangered Maize: Industrial Agriculture and the Crisis of Extinction* (Oakland, CA: University of California Press, 2022), 1-14, 97-124, and 191-226.

Week 13

*Wheat*

Aaron Bobrow-Strain, “The Invention of Sliced Bread: Dreams of Control and Abundance,” and “The Staff of Death: Dreams of Health and Discipline,” in *White Bread: A Social History of the Store-Bought Loaf* (Boston: Beacon Press, 2012), 51-104.

***EAT-LANCET RESPONSE PAPER HANDED IN***

*Meat*

Vaclav Smil, “Meat in Modern Societies,” in *Should We Eat Meat? Evolution and Consequences of Modern Carnivory* (Chichester, UK: Wiley-Blackwell, 2013), 71-111.

Sugar

Sidney Mintz, "Food, Sociality, and Sugar," and "Power," in *Sweetness and Power: The Place of Sugar in Modern History* (New York: Penguin Books, 1985), 3-18, 151-186.

Week 14

## FOOD, DIET AND THE BODY

*Food, Evolution, and the Body*

Daniel Lieberman, "The Vicious Circle of Too Much," in *The Story of the Human Body: Evolution, Health and Disease* (New York: Allen Lane, 2013), 251-292.

*The History of Diabetes*

Arleen Marcia Tuchman, "Misunderstanding the African-American Experience," in *Diabetes: A History of Race and Disease* (New Haven: Yale University Press, 2020), 69-101.

Week 15

*Gender, Diet, Fat-phobia: The History of Dieting*

Hillel Schwartz, "Prologue: Ritual and Romance," and "Hearts of Darkness, Bodies of Woe," in *Never Satisfied: A Cultural History of Diets, Fantasies and Fat* (New York: Anchor Press, 1986), 1-20, and 189-236.

*Class Discussion on Food, Diet and the Body*

***FINAL PAPER HANDED IN***



# Distance Approval Cover Sheet

## For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

### Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

### Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

### Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

## **Delivery Well-Suited to DL/DH Environment**

*Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).*

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

## Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

## Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

## Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

## **Additional Considerations**

Comment on any other aspects of the online delivery not addressed above (optional):

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Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

I have completed and signed off on the preliminary distance learning review for the **History 2702 Food in World History** approval proposal (see signed Cover Sheet attached). This syllabus includes all required syllabus elements and provides an overview of the course expectations.

I have a few *recommendations* that I think will improve the course design, add clarity to the syllabus, and support a successful review by the faculty curriculum committee:

- On page 2, the syllabus states, “*This course fulfills the Legacy GE category of Historical Studies and Diversity: Global Studies OR the current GE category of Historical and Cultural Studies.*” However, the Goals and ELOs for the New GE Theme: Sustainability are included. I recommend revising for consistency. If the course is intended to be submitted for the Sustainability Theme, I recommend adding the specific Sustainability Theme ELOs as only the general theme ELOs are included. You can find these here: <https://ascas.osu.edu/new-general-education-gen-goals-and-elos>
- Weekly Discussion posts are valued at 33% of the semester grade but the explanation of expectations for this is limited. I recommend adding a more detailed description of expectations for the discussion posts/responses or perhaps a simple rubric.
- Will you be using Turn-it-in for the essay submissions? If so, please include this in assignment descriptions.
- Two required syllabus elements were recently updated and approved by the College Faculty Curriculum committee, the **Statement on Disability Services & the Mental Health/CCS statement**. You can find both of these here: <https://ascas.osu.edu/curriculum/syllabus-elements>
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The ASC Office of Distance Education strives to be a valuable resource to instructors and departments in the College of Arts and Sciences. In addition to managing the [DL course review](#) process, [hosting ASC Teaching Forums](#), and developing an ever-expanding catalog of [instructor support resources](#), we also provide one-on-one instructional design consultation to ASC instructors interested in redesigning any aspect of their online course. If your department or any of your individual instructors wish to [meet with one of our instructional designers](#) to discuss how we can provide advice, assistance, and support, please do let me know.