

**UCEAP GLOBAL CITIES URBAN REALITIES PROGRAM
PARIS, FRANCE**

**FOOD IN A GLOBAL CITY: FOOD CULTURES AND FOOD POLITICS
SOCIOLOGY 179**

SPRING 2018 – Paris as 2nd City

1. COURSE INFORMATION

Class Times: Tu/Th 10am-1pm (unless otherwise indicated on course schedule; see M, F sessions)
Class Location: ACCENT Study Center
Language of Instruction: English
UC Quarter/Semester Credits: 4.5/3
UCEAP Course Subject(s): Sociology, Anthropology
Course Duration (weeks): 5 weeks

2. FACULTY INFORMATION

Faculty: Dr. Cynthia Tolentino
Faculty Contact Information: cynthia.tolentino@sciencespo.fr
Office: UCEAP Paris Study Center
Office Hours: by appointment

3. COURSE DESCRIPTION

This course explores the intersection between food cultures and food politics, with an eye towards arguments and debates that have animated French culinary culture. How is food a portal for studying the changing dynamics of cities, global systems, and national identity? In what ways has food been employed to construct notions of community and belonging? Through discussions of interdisciplinary course readings, reporting and writing assignments, and excursions around the city of Paris, we will consider how food structures our identities, everyday practices, and political lives.

4. COURSE MATERIALS

Course Reader (hereafter [CR])

5. COURSE LEARNING OUTCOMES

- Students will become active readers of sociological and literary texts, as well as active viewers of a variety of media representations. Through active reading, viewing, and tasting, students will develop interpretive and critical thinking skills and analyze primary and secondary source works from multiple perspectives (anthropological, sociological, historical, political, aesthetic).
- Students will gain an understanding of the relationship between food and cultural politics.
- Students will encounter the Parisian metropole by building comparisons to their own experiences and knowledge of cities in the U.S. and elsewhere.
- Students will use some of the public spaces (e.g., markets, neighborhoods, monuments) as visual keys to “read” and understand the identity of a nation and its heterogeneous citizens within a global city.

6. PREREQUISITES

There are no prerequisites for this course.

7. METHODS OF INSTRUCTION

Instruction will consist of lectures on cultural politics, history, urban studies; theoretical concepts, and methodology; film viewings; visits to places like Paris markets and pertinent neighborhoods; group presentations; and class discussions on current topics.

8. COURSE REQUIREMENTS

Lectures & Site Visits

Class meetings will last 3.0 hours per session. Class time will be divided between lectures, student presentations, and group discussions in which active student participation is required. Students are expected to read and view the material assigned for each class and be prepared to discuss the material.

In addition, students will meet for periodic site visits:

- Week 3: visit to Paris open-air market (Marché d'Aligre)
- Week 3: visit to the rue du Faubourg Saint Denis/10th arrondissement (as zone of globalization/gentrification/immigration/ethnic identity)
- Week 3: lunch at an African street food restaurant
- Week 5: visit to the Tea Room of the Paris Mosque

Written Assessment – Weekly Quizzes

Quizzes aim at evaluating the students' understanding of the lectures, readings, viewings, visits, and class discussions as well as the students' development of their critical thinking skills. All quiz questions will require that students respond with a short paragraph by using specific language and relevant references to appropriate course lectures/materials.

Written Assessment - Argumentative Essay

Critical thought and analytical writing are fundamental components of the course and the final grade. Students will submit one 6-8 page paper, relating this analysis to the assigned course material (books, articles, chapters, films, etc.). Students will receive a list of approved topics.

Essays will be 6-8 pages long and will include a title, introduction, main body, and conclusion. Essays must be typed, double-spaced in Times New Roman (12pt), and 2.5cm/1-inch margins on all four sides. The essay will be submitted in class on the date specified on the course schedule. No late submissions will be accepted.

Group Presentation

The group presentation aims at evaluating students' ability to collaborate and construct an effective oral presentation using visual supports (e.g., powerpoint) on a topic related to the course material. It requires that students take a critical approach to an assigned topic and demonstrate their resourcefulness and analytical skills.

Final Exam

The final exam aims at evaluating the students' understanding of the readings and class discussions as well as the students' development of their critical thinking skills. The final exam will be comprehensive and will cover all course contents. The final exam will consist of short answer and short essay-type questions, which will require students to demonstrate their knowledge of specific terms, concepts, and arguments, and to compose their ideas in one or more paragraphs addressing specific topics related to course contents.

Class Participation and Attendance

Attendance and active participation are required. Students are expected to do the readings and/or viewings assigned for each class meeting beforehand, and to participate actively in class discussions.

9. ASSESSMENT AND GRADING CRITERIA

The course will be graded on a 100-point scale, and the final grade will be determined as follows:

- Class Participation 15%
- Quizzes (4) 20%
- Group Presentation 15%
- Paper 20%
- Final Exam 30%

The numerical average will correspond to the following degrees of competence:

90 – 100	<i>Outstanding degree of competence</i>
80 – 89	<i>Good degree of competence</i>
70 – 79	<i>Adequate degree of competence</i>
60 – 69	<i>Basic degree of competence</i>
0 – 59	<i>Failure to demonstrate a basic degree of competence</i>

10. ATTENDANCE POLICY

Attendance is expected in all course meetings, course-related activities and visits/excursions on UCEAP programs.

- Plan to arrive on time to all course meetings. You will be marked absent if you are not present at the start of class. You will also be marked absent if you skip out early.
- Roll will be called as a matter of course. The class register is the official record of student attendance.
- Absences will adversely affect course participation grades.
You will be required to meet with the Academic Coordinator if it is determined that your lack of participation in a course has a negative impact on the other students in the class (e.g., group presentations). When appropriate, the Academic Coordinator will confer with UCEAP on disciplinary measures to take, including probation and dismissal from the program.
- No MAKE-UPS for missed work: if a student is absent on a day when there is some form of assessment (quiz, presentation, exam, etc.), there will be no make-ups.
- NO LATE ASSIGNMENTS: due to the intensive nature of the program, no late assignments will be accepted and no extensions will be given.
- No guests are allowed to participate in any UCEAP courses or site visits.

11. CLASS ETIQUETTE

Students studying abroad are ambassadors for the University of California and as such, should act with decorum and respect for others at all times. As a participant on the UCEAP Spring Program in Paris, you are subject to student conduct policies of UCEAP and ACCENT.

Students should seek to play their part in making the class a success. Students should arrive punctually for classes, taking special care to allow for journey times between the various venues. They should come to class with the necessary materials for taking notes, and bringing with them any books or suchlike required for the class. Students will be responsible for obtaining their own copies of any missed assignments and materials.

Food and drink may NOT be brought into the classroom or consumed during class. Cell phones and other electronic devices should be switched off upon entering the classroom or lecture room.

For more information, please consult the UCEAP Student Conduct and Discipline Policy at http://eap.ucop.edu/Documents/Policies/student_conduct_discipline.pdf.

12. ACADEMIC INTEGRITY

Students should remember that they are subject to the academic integrity provisions of the University of California. The principle of honesty must be upheld if the integrity of scholarship is to be maintained by an academic community.

All academic work—research papers, exams, and/or other assignments—must be done by the student to whom it is assigned, without unauthorized aid of any kind. Likewise, any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

For more information, please consult UCEAP Academic Conduct Policy at http://eap.ucop.edu/Documents/Policies/academic_conduct.pdf.

13. STUDENT ACCOMMODATIONS

UCEAP is committed to facilitating welcoming and reasonably accessible programs. Any student who because of a disability may require special arrangements in order to meet course requirements should present appropriate verification from the campus Student Disability Office to UCEAP advisors during the application process, and should contact Paris Director upon arrival to confirm the approved accommodations. No requirement exists that accommodations be granted prior to completion of this approved university procedure. Disability status is confidential and should always be discussed in private.

For more information, please consult UCEAP Official website at <http://eap.ucop.edu/Diversity/Pages/students-with-disabilities.aspx>

14. COURSE SCHEDULE

Date	Contents & Readings	Coursework & Study Visits
<p><i>WEEK 1</i></p> <p>Tues 8 May</p>	<p><i>TOPIC:</i> Introduction: Food, Culture, Identity</p> <p>Questions: Why think about food? Are culinary perceptions and practices inborn or socially acquired? In what ways have culinary metaphors been employed to describe social differences, identity, authenticity, and belonging?</p> <p><i>READINGS:</i> Christy Shields-Argelès, "Imagining the Self and the Other: Food and Identity in France and the United States," <i>Food, Culture and Society</i>, 7, 1 (2004): 14-28.</p> <p>Claude Lévi-Strauss, « The Culinary Triangle. » <i>Food and Culture</i>. Eds. Carole Counihan and Penny Van Esterik. 3rd edition. Routledge: NY, 2012. 40-47.</p> <p>Anita Mannur, <i>Culinary Fictions : Food in South Asian Diasporic Culture</i>. Philadelphia: Temple University Press, 2010. 1-3.</p>	<p>Go over: Syllabus Group Presentations Quizzes Site Visits Paper Deadlines</p> <p>Food Forum: French Lunchtime</p>
<p><i>WEEK 1</i></p> <p>Thurs 10 May</p>	<p><i>TOPIC:</i> Provisioning in Paris</p> <p>Questions: In what ways is food used to represent political change, social class and other aspects of culture? How are markets such as Les Halles linked to urban development and gentrification?</p> <p><i>READINGS:</i> Emile Zola, <i>The Belly of Paris</i>. New York: Modern Library Classics, (1873) 2009. Introduction: vii-xxiii; Chapter 1: 3-36.</p> <p>M.L. Brayne, « Rungis: the new Paris market. » <i>Geography</i> 57, 1 (January 1972). 47-51.</p> <p>Rosemary Wakeman, "Fascinating Les Halles." <i>French Politics, Culture & Society</i>. 25, 2: (Summer 2007): 46-72.</p>	<p>Film: <i>The Gleaners and I</i> (dir. Agnes Varda, 2000, 1h22 min)</p>
<p><i>WEEK 2</i></p> <p>Tues 15 May</p>	<p><i>TOPIC:</i> Hunger and Empire</p> <p>Questions: What can we learn by studying the transit of a particular food over time and space? How – and to what ends - does food make other places and cultures more accessible, attractive, and « palatable » ?</p> <p><i>READINGS:</i> Gary Y. Okihiro, Chapter 7: « Hawaiian Pine. » <i>Pineapple Culture: A History of the Tropical and</i></p>	<p>Group Presentation topic and tasting: The baguette: what is its history and role in French culture? How are baguette prices regulated? How are bakery plans to close for vacation, what rules does it need to follow?</p>

	<p><u>Temperate Zones</u>. Berkeley: UC Press, 2010. 130-152.</p> <p>Sidney W. Mintz, « Time, Sugar and Sweetness. » <u>Food and Culture</u>. Eds. Carole Counihan and Penny Van Esterik. 3rd edition. NY: Routledge, 2012. 91-103.</p> <p>Theodore C. Bestor, "How Sushi Went Global." <u>Foreign Policy</u> 121 (November– December 2000): 54-63.</p> <p>Simon Romero and Sara Shahriari, "Quinoa's Global Success Creates Quandry at Home." <u>The New York Times</u>, March 19, 2011.</p>	<p>Food Forum: Global success/local scarcity of quinoa in Bolivia and the avocado in Mexico (how should we interpret this phenomenon in terms of food trends, consumer desire based on aspiration and anxiety, reduced harvests, tariffs, trade agreements, Chinese demand etc.?)</p>
<p>WEEK 2 Thurs 17 May</p>	<p>TOPIC: Taste and French Exceptionalism</p> <p>Questions: Is taste a natural or social phenomenon? How is taste used to argue the exceptionality of French cuisine and in what contexts are such arguments made?</p> <p>READINGS: Pierre Bourdieu, « Distinction: A Social Critique of the Judgement of Taste » <u>Food and Culture</u>, eds. Carole Counihan and Penny Van Esterik. 3rd edition. NY: Routledge, 2012. 31-39.</p> <p>Pamela Druckerman, « You Just Have to Taste It. » <u>French Children Don't Throw Food</u>. London: Doubleday, 2012. 239-267.</p> <p>Lauren Janes, Exotic Eating in Interwar Paris: Dealing with Disgust." <u>Food and History</u> 8, 1 (2010): 237-56.</p>	<p>Film: <i>Babette's Feast</i> (dir. Gabriel Axel, 1988, 102 min.)</p> <p>Group Presentation topic and tasting: Savory foods and Sweet foods (salé et sucré): how are the two categories applied to meals such as breakfast and brunch and also to snacks and hors d'oeuvres?</p>
<p>WEEK 3 Tues 22 May</p>	<p>TOPIC: Defining the Community and Its Culinary Others</p> <p>Questions: How is food used to construct notions of community and belonging? How do food and food practices provide the context for imagining the nation's legitimate residents and Others?</p> <p>READINGS: Julia Csergo, "The Emergence of Regional Cuisines." <u>Food: A Culinary History from Antiquity to the Present</u>. Eds. Jean-Louis Flandrin and Massimo Montanari. New York: Columbia University Press, (1999) 2013 500-515.</p> <p>Joan W. Scott, Chapter 3: Secularism. <u>The Politics of the Veil</u>. Princeton: Princeton University Press, 2010. 90-106.</p> <p>Angelique Chrisafis, "Pork or nothing: how school dinners are dividing France." <u>The Guardian</u>. October 13, 2015.</p>	<p>Food Forum: What are your thoughts on the one-item shop system? How do one-item shops stay in business in a city of supermarkets?</p> <p>Group Presentation topic and tasting: Where does one find vegan, gluten-free and vegetarian foods in Paris? Are they considered part of French cuisine?</p>

	Sandra Haurant, "Will France's 'Fait Maison' Law Save Its Culinary Reputation?" <u>The Guardian</u> . July 15, 2014.	
<p>WEEK 3</p> <p>Thurs 24 May 10-11 am 11:15am-1pm</p>	<p>TOPIC: Defining the Community and Its Culinary Others</p>	<p>Visit to Marché d'Aligre **</p> <p>Lunch and visit to the rue du Faubourg Saint-Denis</p>
<p>WEEK 3</p> <p>Fri 25 May</p>	<p>TOPIC: The President's Table</p> <p>Questions: Why is food important in French politics? What perspective can be gleaned by taking into account the food preferences of political leaders? How are cooks and cooking viewed as symbols of the nation? (examples: The Great British Bake Off, the White House executive chef)</p> <p>READINGS: Listening assignment on French politics and the international agricultural fair in Paris: http://www.npr.org/sections/parallels/2017/03/01/517882201/in-a-heated-campaign-season-french-politicians-flock-to-paris-farm-fair</p>	<p>Film clips: Kings of Pastry (dir. Chris Hegedus and D.A. Pennebaker, 2010, 84 min.)</p> <p>Film: Haute Cuisine (dir. Christian Vincent, 2012, 95 min.)</p> <p>Food Forum: What comes to mind when you think of a "national food"? What are the issues around its preparation, presentation, and consumption?</p>
<p>WEEK 4</p> <p>Mon 28 May</p>	<p>TOPIC: The Gendering of Cooking</p> <p>Question: Why are women associated with cooking and kitchens and men with fine dining and artistry?</p> <p>READINGS: Stephen Mennell, "Male Chefs and Woman Cooks." <u>All Manners of Food: Eating and Taste in England and France from the Middle Ages to the Present</u>. Champaign, IL: U of I Press, 1996. 201-204.</p> <p>Bob Ashley, Joanne Hollows, Steve Jones, and Ben Taylor, "Eating In." <u>Food and Cultural Studies</u>, London and New York: Routledge, 2004. 123-139.</p> <p>Julia Moskin, "A Change in the Kitchen." <u>The New York Times</u>. January 21, 2014.</p>	<p>Food Forum: The Michelin star system: a blessing or curse?</p> <p>Film: Julie & Julia (dir. Nora Ephron, 2009, 123 min.) or guest speaker on gender bias in the kitchen</p>
<p>WEEK 4</p> <p>Tues 29 May</p>	<p>TOPIC: Terroir: French and American Perspectives</p> <p>Questions: What is the difference between « organic' and « terroir » ? Is terroir a guarantee of craft and quality or a marketing tool? Is terroir is specific to France or can it be applied elsewhere?</p> <p>READINGS: Amy Trubek, Kolleen M.Guy, and Sarah Bowen, « Terroir: A French conversation with a transnational future. » <u>Contemporary French and Francophone Studies</u>, 14, 2 (March 2010) : 139-147.</p>	<p>Food Forum: What is the difference between "terroir" and "organic"? Is organic food easy to find in Paris? Why seek out organic food in France? Where is it found in Paris? (Supermarket and restaurant chains or specialized shops and eateries?) How is it labeled and certified?</p>

	<p>Heather Paxson, « Locating Value in Artisan Cheese: Reverse Engineering Terroir for New World Landscapes. » <u>American Anthropologist</u> 112.3 (2010): 444-457.</p> <p>Susan J. Terrio, « Crafting Grand Cru Chocolates in Contemporary France. » <u>American Anthropologist</u>. 98, 1 (1996) 67-79.</p>	<p>Group Presentation topic and tasting: Afternoon snacks in France: the “goûter” ritual</p>
<p>WEEK 4 Thurs 31 May</p>	<p>TOPIC: Globalized Food: A Problem or Solution?</p> <p>Question: Is food authenticity possible in a globalized world? Does fast food represent unfair competition to traditional restaurants?</p> <p>READINGS: Pierre Boisard, <u>Camembert: A National Myth</u>. University of California Press, 2003. Chpt 1: “A Myth Is Born,” 1-24; Chapter 5: “The War of the Two Camemberts,” 160-195.</p> <p>Yunxiang Yan, “Of Hamburger and Social Space: Consuming McDonald’s in Beijing.” <u>Food and Culture</u>, eds. Carole Counihan and Penny Van Esterik. 3rd edition. NY: Routledge, 2012. 449-471.</p>	<p>Group Presentation topic and tasting: Explore fast food and frozen food in Paris. Has fast food been adapted to local tastes? What kind of frozen food is available? Who buys frozen food and fast food – is there an overlap? Are fast food and frozen food part of French cuisine?</p> <p>Film: The Secret of the Grain (dir. Abdellatif Kechiche, 2007, 151 min.)</p>
<p>WEEK 5 Tues 5 June</p>	<p>TOPIC: Food in Movement: A Problem or Solution?</p> <p>Question: How do delivery service and social media redefine dining experience?</p> <p>Review for Final Exam</p> <p>READINGS: Amar Toor, “The French Finally Embrace Delivery Service.” <u>The Verge</u>. March 8, 2016.</p> <p>Lok Siu, “Twenty-First Century Food Trucks: Mobility, Social Media and Urban Hipness.” <u>Eating Asian America : A Food Studies Reader</u>. Eds. Robert Ji-Song Ku, Martin F. Manalansan, and Anita Mannur. New York : NYU Press, 2013. 231-244.</p> <p>Megan Garber, “The Dessert We Deserve: How the French Macaron Became American.” <u>The Atlantic</u>. October 28, 2014. 1-9.</p>	<p>Paper Due</p> <p>Food Forum: Food porn tourism: a problem or joy? Is the food porn phenomenon diminishing dining experience?</p>
<p>WEEK 5 Thurs 7 June</p>	<p>FINAL EXAM</p>	
<p>WEEK 5 Thurs 7 June 1:30-3:30pm</p>	<p><i>Farewell: Site Visit #4 Paris Mosque</i></p>	