

World History I: Food, Society & Culture

Salem State University, Fall 2012

Freshman Learning Community

Sow, Reap, Consume: Food, Society & Culture

Prof. Chapman-Adisho

Office: SB102k

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Pepper, from *The Travels of Marco Polo*

Image from

<http://expositions.bnf.fr/gastro/grands/076.htm>

Course Description

HST 101: World History I: Provides an understanding of the history of civilization from ancient times until 1650, stressing and interpreting social, cultural, intellectual, economic, and political developments in Europe and Asia. This course provides the matrix for all other courses in the curriculum. It aids students to put human knowledge into perspective. Collateral reading supports text and classroom materials.

Required Textbooks

The textbooks are available for purchase in SSU's Bookstore. You may find it more cost effective to order these textbooks from online distributors. I've provided the ISBN numbers in case you choose to do this. Please purchase the edition of each book that I have indicated.

Do you need to buy these books? Yes. We will use all the books listed and I will expect you to bring these texts to class with you for discussion.

Gilbert, Erik and Jonathan Reynolds. *Trading Tastes: Commodity and Cultural Exchange to 1750*. Upper Saddle River, NJ: Pearson Prentice Hall, 2006. ISBN 0-13-190007-2

The Prentice Hall Atlas of World History. 2nd edition. Upper Saddle River, NJ: Pearson Education, 2009. ISBN 0-13-604247-3

Reilly, Kevin. *Worlds of History: A Comparative Reader*. Volume One: To 1550. 4th edition. Boston:

Bedford/St. Martin's 2010. ISBN 0-312-54987-3

Goals for HST 101: World History I

1. Students will develop an understanding of the historical origins of many of the world's diverse cultural and intellectual traditions and the relationships and points of exchange among them.
2. Students will acquire and develop critical thinking and analytical skills.
3. Students will develop effective written and oral communication skills.

Instructional Objectives for HIS 101, World History I

1. Through lectures, discussions and readings in world history, students will develop an understanding of the dynamic of cause and effect and historical change over time.
2. Through class discussions and other critical assessments of readings students will demonstrate analytical skills necessary to navigate different interpretations of world historical events.
3. Through written assignments and discussion students will learn to analyze primary source documents using historical techniques and insights.
4. Through class discussions, readings, and writing assignments students will examine and question the historical construction of civilization, culture, class, religion, gender, race and ethnicity.
5. Through written assignments, discussions and presentations, students will strengthen communication and comprehension skills.
6. Through written assignments and discussion students will learn, compare and contrast important characteristics of various pre-modern cultures and civilizations.
7. Through course assignments, students will learn to critique, evaluate, and cite print, electronic and multimedia sources.

SOW, REAP, CONSUME: FOOD, SOCIETY, AND CULTURE → FRESHMAN STUDENT LEARNING COMMUNITY GOALS:

1. Model and practice integration of knowledge and skills from all three courses.
2. Building a strong community of learners: peer, faculty and community networks
3. Take learning and student scholarship out of the classroom

Accessibility Statement

Salem State College is committed to providing equal access to the educational experience for all students in compliance with Section 504 of The Rehabilitation Act of 1973 and the Americans with Disabilities Act and to providing all reasonable academic accommodations, aids and adjustments. Any student who has a documented disability requiring an accommodation, aid or adjustment should speak with the instructor immediately. Students with disabilities who

have not done so should provide documentation to and schedule an appointment with the Office for Students with Disabilities and obtain appropriate services.

College Declared Critical Emergency Policy

In the event of a college declared critical emergency, Salem State University reserves the right to alter this course plan. Students should refer to salemstate.edu for further information and updates. The course attendance policy stays in effect until there is a college declared critical emergency. In the event of an emergency, please refer to the alternative educational plans for this course located at/in the course WebCT site. Students should review the plans and gather all required materials before an emergency is declared.

Course Assessments

Instructional

objectives met

Attendance, participation and preparation	10%	World History 1,2,3,4,7, LC 1,2
Mid-Term Exam	15%	World History 3,5,6,7
Final Exam	15%	World History 3,5,6,7
Reading Quizzes	5%	World History 2,3,4,5,6,7
Group Project: Guiding Values	5%	World History 3,4,5,6
Iceman/Prehistory Research paper	10%	World History 2,5,6,7
Museum Paper*	15%	World History 3,5,6,7 LC 2,3
Final Creative Project for LC	5%	World History 1,4 LC 1,2,3
Service Learning Project LifeBridge**	20%	World History 3,4 LC 1,2,3

***Museum Paper:** You will write this paper on a visit you make to the ancient art collections at the Museum of Fine Arts in Boston. A specific assignment will be given. I am arranging a class visit to the museum for Wednesday afternoon, November 7. You are encouraged to visit the museum on Nov. 7 with the class. If you do not go to the museum on that day, you must make your own arrangements to visit the museum. Anyone who does not go to the museum on Nov. 7 **must** attach a receipt from the MFA to their paper. **I will not accept papers without a receipt if you go to the museum on your own.**

****Service Learning Project LifeBridge** includes:

- 4 Service Learning Reflection essays: Preflection; 2 Quad- Entry Journals; Bringing it Together Essay-see separate handout
- Completion of Service at LifeBridge (10 hours -- time spent assisting w/ meal program eating a meal at Lifebridge and meeting with client partners) Details on separate handout.

- Final Public Presentation at Lifebridge – see separate handout

Class Policies

1. Attendance is required.
2. Plagiarism will not be tolerated.
3. Late assignments are accepted at my discretion, and will only be accepted in cases of genuine, documented emergency or serious extenuating circumstances. Frivolous requests will be denied.
4. This class will require some time and effort on your part. College classes typically require 2 to 3 hours of work outside of class for every hour spent in class.
5. I am here to help you. Please come and see me at any time. You can also reach me by email and/or telephone.

Course Schedule:

This schedule may be revised at my discretion. Any and all revisions will be announced in class & posted on CANVAS. Keep this schedule handy (say at the front of your history folder or notebook). Refer to it regularly to know the readings and assignments due for each class.

Week I Wed. Sept. 5	Welcome to Food, Politics & Society. What is history (in college)?
Fri., Sept. 7	Lecture: Discovering Prehistory—Darwin, Monkeys and all that Atlas: pp. 5-11; bring to class.
UNIT 1	PRE-HISTORY AND AGRICULTURE
Week II Mon., Sept. 10	Discussion: Read (before class) in Reilly Reader , pp. 1-9 “Furs for Evening, But Cloth Was the Stone Age Standby” by Natalie Angier; and pp. 15-22 “Women in Prehistory” by Margaret Ehrenberg. Bring your book to class for the discussion. Due: Quiz on Canvas.
Wed., Sept. 12	Learning Community Day Reading: “Unhappy Meals” by Michael Pollan. Available on Canvas. We will meet from 10:00-11:00 as a LC w/ all three instructors present; we will discuss the assigned reading. At 11:00 Mark Cote, Director of LifeBridge in Salem, will join us, and we will have an introduction to LifeBridge and to the issue of homelessness.
Fri., Sept. 14	Lecture: From Prehistory to History—the coming of beer Atlas: pp. 16-19 Reading: Standage, chap. 1, “A Stone-Age Brew,” available on Canvas. S-L Preflection Assignment Due. Submit on Sow,Reap,Consume CANVAS site

Week III Mon. Sept. 17	Film, <i>Ice Man</i> . This film will be part of your research essay assignment. Make sure you are here for it.
Wed. Sept. 19	No Class.
Fri., Sept. 21	Learning Community Day Introduction to LifeBridge. Meet at O’Keefe Center at 10:00. We will walk to LifeBridge together. [Accommodations will be made for anyone needing alternate transportation to LifeBridge. Please speak with an instructor.]
Week IV Mon. Sept. 24	Library day with Carol Zoppel. Meet at SSU Library on Central Campus. Begin work on Ice Man/ Prehistory Research Essay
Wed. Sept. 26	Lecture: The Urban Revolution Atlas: pp. 20-21, 25-29. Reading: Standage, chap. 2, “Civilized Beer,” available on Canvas. Due: Quiz on Canvas.
Fri. Sept. 28	Learning Community Day Visit to the Peabody Essex Museum (PEM) in Salem. We will be viewing the exhibit, Ansel Adams, <i>At the Water’s Edge</i> . Due: Bibliography for Ice Man/Prehistory Research Essay. Submit on Canvas (History 101 site).
Week V Mon., Oct. 1	Discussion. Considering the margins. Who was vulnerable in Mesopotamian Society? Reading; In Reilly Reader. “Women in the First Urban Communities,” pp. 29-33; “An Assyrian Law and a Palace Decree,” pp. 33-34; “Hammurabi’s Code” pp. 58-61. Read before you come to class. Bring book to class. Due: Quiz on Canvas.
Wed., Oct. 3	Managing academic life. A conversation with Ryan Hood (?)
Fri., Oct. 5	Catching our breath. Class time to work on the Research paper assignment. Bring your materials to class.
UNIT 2	ANCIENT CHINA
Week VI Mon., Oct. 8	NO CLASS. Columbus Day Holiday
Wed., Oct. 10	Lecture: Early Chinese Civilizations (The Shang – The Zhou) Bring World History Atlas. See maps, “The First East Asian Civilizations” pp. 22-23; “The World: 750-500 BCE” pp. 32-33; “The World: 500-250 BCE” pp. 38-39 Due: Iceman/Prehistory Research Essay. Submit on Canvas (HST 101 site).
Fri., Oct. 12	Learning Community Day: Dining at SSU with our Lifebridge partners . Evaluating the dining experience at SSU.

Week VII Mon., Oct. 15	Film: <i>China's First Emperor</i> Mid-Term Study Aid will be distributed in class & posted on Canvas.
Wed., Oct. 17	Discussion: Creating an Empire: China under the Qin Reading: In Reilly Reader. Hansen, "The Creation of the Chinese Empire" pp. 126-133; and Sima Qian, "The First Emperor" pp. 133-138. Quiz on Canvas. Atlas: pp. 38-39. Due: Quiz on Canvas.
Fri., Oct. 19	Discussion: Food in Ancient China. Reading: Tannehill, pp. 124-140. Available on Canvas. Print out and read before class. Bring your <u>marked up</u> copy to class. Due: S-L 1st Quadruple Entry Journal Due. Submit on Sow, Reap, Consume CANVAS site.
Week VIII Mon., Oct. 22	Mid-Term Exam. In class exam.
Wed., Oct. 24	Discussion. Can we—should we—save our agricultural and pastoral heritage? Reading: "Fewer & Fewer Choices: The Shrinking Diversity in our Food Supply." Available on Canvas. Print out and read before class. Bring your <u>marked up</u> copy to class (will count as a quiz).
Fri., Oct. 26	Learning Community Day. We will be seeing the Movie <i>Tortilla Soup</i> . Following the movie, we will share lunch and a discussion of the movie with our LifeBridge partners. Location to be announced. Please inform an instructor of any food allergies you have.
UNIT 3	EMPIRES: HAN CHINA AND IMPERIAL ROME
Week IX Mon., Oct. 29	Lecture: Han China and Imperial Rome. Two Empires. Bring World History Atlas. See maps, "Trade in the Classical World" pp. 40-41; "Han China" pp. 44-45.
Wed., Oct. 31	Halloween! Discussion: Guiding values. Han China and Rome. How do values and power align? Who benefitted and who lost as Han China and Imperial Rome reflected on their values? Where do women fit in this picture? Readings: In Reilly Reader. Confucius, "The Analects" pp. 138-140; Han Fei, "Legalism" pp. 140-144; Laozi, "Taoism: The Classic of the Way and the Power" pp. 144- 148; Cicero, "On Government and Law," pp. 154-158; Marcus Aurelius "Mediations" pp. 158-161; "Reflections" pp. 162-163. Hughes and Hughes, "Women in the Classical Era," pp. 165-172. Read before you come to class. Graded group project—Guiding Values Han China and Imperial Rome—distributed. I will give you some time (about 15 minutes) in class to begin organizing your work. This project will require group work outside of class time.
Fri., Nov. 2	Discussion: Food in the Roman Empire. Reading: Tannehill, pp. 71-91. Available on WebCT. Print out & read. Bring <u>marked up</u> copy to class (will count as a quiz).

Week X Mon., Nov. 5	Guiding Values. Due: Group presentations of Guiding Values Han China and Imperial Rome. Turn in all written portions of this project as well.
Wed., Nov. 7	NO CLASS. Visit to Museum of Fine Arts in Boston. Depart SSU at 3:00. Visit museum/have dinner at the museum. Depart MFA at 7:30. Anticipated return time to SSU 8:30.
Fri., Nov. 9	Discussion: Fengshui. Design ideas from Chinese Civilization. Reading: "Fengshui, or the Search for a Very Human Dragon." Available on Canvas. Print out and read before class. Bring your <u>marked up</u> copy to class (will count as a quiz).
UNIT 4	Medieval Times & Trading Tastes
Week XI Mon., Nov. 12	No Class. Veteran's Day Holiday.
Tues. Nov. 13	Learning Community Day. Meet in Prof. Schoen's class. We will be planning for the final creative project and meal together.
Wed., Nov. 14	Lecture: The Rise of Islam & Medieval Times: Connections & Disconnections Atlas: pp. 48-49, 56 Readings: In Reilly Reader, "Selections from the Koran," pp. 259-267, Stille, "Scholars are Quietly Offering new Theories on the Koran," pp. 267-272; Islam, "Sayings Ascribed to the Prophet," pp. 289-291; Al-Tanukhi, "A Government Job," pp. 293-295.
Fri., Nov. 16	Discussion: Trade in History. Readings: <i>Trading Tastes</i> , Introduction, pp. 1-22. In Reilly Reader. Ibn Fadlan "The Viking Rus" pp. 398-403; Barry Cunliffe "The Western Vikings" pp. 403-410. Due: Quiz on Introduction in Canvas.
Week XII Mon., Nov. 19	NO CLASS: Work on Final Creative Project.
Wed., Nov. 21	NO CLASS: Reading Day for Thanksgiving Holiday Due: S-L 2nd Quadruple Journal Entry. Submit on Sow, Reap, Consume CANVAS site.
Week XIII Mon., Nov. 26	Discussion: The Spice Trade. Reading: <i>Trading Tastes</i> , chap. 1, pp. 23-54. Due: Quiz on chap. 1 on Canvas.
Wed., Nov. 28	Learning Community Day. Visit to the Peabody Essex Museum (PEM). Meet at PEM at 10:00. We will be visiting several of the historic homes owned by the PEM with one of the museum educators.
Fri., Nov. 30	Discussion: The Salt Trade. Reading: <i>Trading Tastes</i> , chap. 2, pp. 55-83 Due: Short answer quiz on chap. 2 on Canvas. Due: Museum Assignment

Week XIV Mon., Dec. 3	Discussion: The Silk Trade. Reading: <i>Trading Tastes</i> , chap. 4, pp. 112-139. Due: Quiz on chap. 4 on Canvas.
Wed., Dec. 5	Learning Community Day. Planning day for Service Learning Final Project at Lifebridge.
Fri., Dec. 7	Discussion: Making Connections. Trade in History. Reading: <i>Trading Tastes</i> , chap. 5, pp. 140-151. Final Exam Study Aid Distributed. Due: S-L Bringing it All Together Essay. Submit on Sow, Reap, Consume CANVAS site.
Week XV Mon., Dec. 10	Last Day of Class. Course Wrap-Up.
Final Exam & Events	
Fri., Dec. 14	Due: Final Exam. In class during university scheduled final exam time, 11:00-1:00.
Mon., Dec. 17	Final Shared Meal: LC Sow-Reap-Consume Due: Final Creative Project.
Wed., Dec. 19	DUE: Service Learning Final Project. 2-4 at Lifebridge. Note. This is the university scheduled time for the final exam for Prof. Duclos-Orsello's class. <u>This is not optional.</u> Make sure that your holiday travel plans do not have you leaving school before this date/time.