Study Abroad in Paris: Food and Culture
SAMPLE SYLLABUS
6 credit hours

ASB 443/SSH 403 Cross-Cultural Studies in Global Health (6)
Fulfills CLAS Science & Society; and/or fulfills General Studies (L or SB) & G
(This course is repeatable for credit.)
or
ASB/SSH 300 Food and Culture (3)
Fulfills General Studies (L or SB) & C
Fulfills Global Health Culture Society and Health requirement

Faculty Instructors
TBD

Course Description
Food represents the most basic of human needs, and yet its very pervasiveness in our everyday lives often prevents us from seeing how extensively it defines us socially and culturally. Cultural differences in how we understand and use food have massive implications for our diverse identities and our social ties to each other and how we organize our political and economic systems. This hands-on course uses perspectives from anthropology, global health and other fields to explore the relationships between humans and food in France, one of the countries best known for its cuisine. Through excursions, walking tours, museum visits, day trips, and (of course) eating, students will learn how food is not only deeply embedded in French culture, but also how food culture in France has changed throughout history due industrialization, urbanization, and globalization and how these changes impact social ties, cultural meanings, and human health. Examples of some of the questions we will address include:

What are the defining elements of French cuisine? How did certain foods in the French diet gain cultural and symbolic importance? How does food define the French sense of belonging and the boundaries between class and ethnic groups? What political and economic factors affect both urban and rural French food systems? How has migration and globalization affected French cuisine? What changing factors in French cuisine (ritual, symbolic, cultural, social) lead to better or worse health?

Lead by top faculty in the School of Human Evolution and Social Change, this innovative program encourages students from a wide range of majors to come together to examine, discuss, work (and eat!) in discovering the complicated relationship between humans and food in the city that has been an icon of food culture for centuries.

Course Goals/Objectives
By the end of this course, each student will have demonstrated that they are able to:

- To understand and apply basic anthropological and social science concepts relevant to the study of food and society, including symbols, values, beliefs, identity, and the broad concept of culture.
- To understand better the meaning and place of food in French society, but also to use the comparison of our own experience in the U.S. to better understand our own cultural meanings of food and eating.
- To develop a basic understanding and appreciation of the fundamentals of French and regional food and eating, including the history and use of ingredients, and the form and meaning of cuisines and meals.
**Required Course Texts/ Readings/Equipment**
There are a number of required and recommended readings and videos for the modules that are posted on Blackboard and need to be downloaded and bought with you to Paris, or read online while in Paris. We recommend students bring a laptop with them to Paris to ensure good access to the readings as we go.

**Recommended Course Texts**

**Pre-Departure Lectures**
There is a set of pre-departure lectures on Blackboard to help with general preparation. All coursework assumes students are familiar with the material covered in the lectures and related reading or materials.

**Final Grades**
The final grades for each of the courses listed below will be assigned as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>89.5-100</td>
<td>Excellent</td>
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<tr>
<td>B</td>
<td>79.5-89.4</td>
<td>Good</td>
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<tr>
<td>C</td>
<td>69.5-79.4</td>
<td>Average</td>
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<tr>
<td>D</td>
<td>59.5-69.4</td>
<td>Passing</td>
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<tr>
<td>E</td>
<td>&lt;60</td>
<td>Failure</td>
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<tr>
<td>XE</td>
<td>&lt;60</td>
<td>Failure due to Academic Dishonesty</td>
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**Extra Credit**
Extra credit work will not be assigned.

**Incompletes**
A mark of "I" (incomplete) is given by the instructor when you are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (http://students.asu.edu/forms/incomplete-grade-request).

**Late Assignments**
Late assignments will be accepted only under the most compelling and documented circumstances. The professor must be notified before the due date, and unapproved late assignments will be subject to a deduction of points.

**Grade Appeals**
ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see http://catalog.asu.edu/appeal.

**Course Policies**
Unexcused absences are grounds for dismissal from the academic program. Students dismissed from the academic program are also dismissed simultaneously from the study abroad program.

**Student Standards**
Students are required to read and act in accordance with university and Arizona Board of Regents policies, including the ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf
Academic Integrity
All students are responsible for reviewing and following ASU’s policies on academic integrity: http://provost.asu.edu/academicintegrity. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments; however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the program assistant or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssign, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students.

Student Support and Disability Accommodations
ASU offers support services through Counseling (http://students.asu.edu/counseling), the Learning Resources Center (www.asu.edu/lrc), and the Disability Resource Center (http://www.asu.edu/studentaffairs/ed/drc/). If you are a student in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Course Format
We use two main formats in this experientially focused program. First, we use a module approach, where we look at sets of integrated problems in sequence. The module approach asks students to think big and attend to details at the same time; it rewards organization and clear writing. We also use collaborative (team) exercises and assignments as a tool to promote learning. This approach requires students to be flexible, open, and good-tempered; it is challenging but most professional settings now require us to work in teams, so you are acquiring important skills. In any group, tensions can arise because we have different skills and styles. The trick is to determine how the group can harness everyone’s strengths to move forward and reach a common goal.

Coursework
The final grades for the study abroad courses will be assigned as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>30</td>
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<tr>
<td>Module 2</td>
<td>30</td>
</tr>
<tr>
<td>Research Project</td>
<td>20</td>
</tr>
<tr>
<td>Reflection Statement</td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
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For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to appeal any grades. Due dates and times for assignments are listed on the program itinerary.

Coursework Details

Modules
The module approach is unlike most other approaches to teaching and learning that you have experienced on campus. In most campus classes, you are taught and you learn through lectures in a somewhat linear fashion with one class building upon another. The module approach is more like doing a mosaic in which the complete picture only gradually comes into focus as more and more pieces of the mosaic are put into place. When the last piece of the mosaic is in place, the picture is complete, and you can see the complex and multifaceted nature of what you have created. To push this analogy a little further, the pieces of the mosaic are like pieces of information, and the complete mosaic is the
knowledge that you have gained of the subject. **You will likely find this approach confusing and even frustrating early on.** Where do I find the pieces of information? Where does this piece fit? How does this piece relate to the overall topic? These are all legitimate questions, and questions that you will have to keep asking yourself and discussing among classmates.

Despite some initial confusion (perhaps like the confusion when confronted with a jumble of mosaic pieces), we believe that the module approach has numerous advantages, especially for teaching and learning within the context of a field-oriented study abroad program. Perhaps the single greatest advantage of this approach is that it is **active.** You are actively engaged in finding the pieces of information from multiple sources. One of these sources is the traditional classroom lecture, but there are also mini field-lectures, class discussions on the road, informal conversations with field faculty, meetings with specialists and professionals, and direct experience and observation, as well as the related readings. The module approach obliges you to be an active learner and an active participant in the learning process. In practice, this means listening and looking, taking good notes, asking good questions, and generally taking advantage of all of the resources and opportunities you encounter. It is a way of learning that is far removed from the taking and regurgitating of lecture notes. The module approach can be novel and challenging. However, if you embrace it you will also find it a highly satisfying way of learning. Indeed, you may even find that it influences the way you look at the world around you and learn beyond this particular study abroad experience. If you get frustrated, reach out to your instructor and TA who are available to help you through the process.

Because we are doing this learning “live” in France, and we can respond to changing situations and opportunities modules are subject to change up to the time they begin. Please be flexible!

**Readings and videos for each module are provided on the Blackboard website.**

**How to Ace Your Modules:** This is a writing-intensive approach to study that requires the student to have (1) a clear understanding of the question and responses and (2) the ability to formulate those responses in a concise and non-redundant manner. We believe that reading, writing, and communication skills are critically important to succeeding both in university and in the workplace. Each module relates to a specific theme and/or geographical location and leads students through experiential learning by bringing what is observed in the field back into the critical thinking domain by asking a sequence of questions. Some hints for doing well with the modules include:

1. **Write ½ - 1 page, single-spaced in 12pt font** for each question within each module (this includes the sub-questions, e.g. if there is a 1a. 1b. 1c, you only need to write a total of ½- 1 page for question #1).
2. If there are multiple parts to each question (e.g., 1a, 1b, 1c, etc), give equal weight to each part.
3. Write clearly and succinctly. Your response will be graded on appropriate content, grammar, and presentation. Do not repeat the question as part of your answer.
4. All references, including those from the readings listed with the module, **must be included in a references cited section.** Such references include all forms of personal communication (from lecturers, faculty members, field guides, etc), information available during field trips (for example, visitor centers), and/or incidental/additional material collected during the program (from libraries, tourist shops, etc). The best answers often include information from multiple sources.
5. Ensure that your sentences flow – don’t abruptly change topics. Do not simply provide a chain of undeveloped (or unsupported) facts that are simply reiterations of lectures and/or readings. You can use facts/data but they must be substantiated and fit within the context of the story you are writing.
6. Make a statement, support that statement, and provide the “so what” justification. This shows that you can conceptualize and see “the big picture.”
7. Avoid writing about things, and using technical terms that you don’t understand. Your lack of understanding will come through and affect your grade. If you are confused or don’t understand something, please ask.
8. Most importantly, **answer the question.**
9. Draft, rewrite, rewrite. Do not expect to get a polished outcome the first time you write things down. Also, writing helps you to think and make sense of your ideas.
**Research Project**

“Food miles” is the distance food travels from the place it is produced until it reaches the consumer or end-user. It is a measure used for assessing the environmental impact of food, on the argument that food that travels farther has more negative impacts (such as increasing carbon emissions from gasoline used to transport it). Food miles have also become a means to contrast local and global food systems and their health and sustainability implications. In the United States, the food for a typical meal has traveled some 1500-2500 miles, but if that meal contains off-season fruits or vegetables the total distance is much more. About 40% of fruit is produced overseas and, even though broccoli is likely grown within 20 miles of the average American's house, the broccoli we buy at the supermarket travels an average 1,800 miles. For your research project, you will select an evening meal (or you can ask a local for an example of a typical meal), itemize all the ingredients in it, and estimate the food miles (kilometers) for each item and for the entire meal.

**Written Reflection Statements**

Each student will prepare a short (less than 2 page typed or hand-written) summary reflective statement on at least one of the main food and culture themes of the program. Your reflections will be shaped by your coursework, your experiences and impressions of eating and living in France, and your personal values and reflections of your own food culture (which may have changed along the way). How you tackle this challenge is up to you. We are looking for a statement that shows evidence of careful thought and clarity of expression, realistic self-awareness, and thoughtful integration of ideas we have explored during the trip with your own personal philosophic positions and personal experiences. It is important not to slip into simple narrative (that is, don’t simply write a travelogue about the places we’ve visited and things we have eaten) or to focus inwardly, writing only about your reactions to things. The themes of this course use something very simple—food—to engage with larger and more complicated social, political, economic, and cultural issues. You want to grapple with large questions—that is, with your place, ideas, culture, and/or economic position in a broader world and how you might best understand and engage with these through the lens of food.

Reflection statements can be difficult to write. You will need to establish in your own personal and professional terms your ‘story’ and position, think clearly about academic and intellectual issues we have explored in the course, and work to integrate the two. The goal is not an exhaustive investigation, and specific conclusions may or may not be present. Successful reflection enables self-awareness, and personal and professional growth. **Your reflections should revisit the questions and ideas that you had before coming here.** The statement could demonstrate how your thinking about food and culture has developed as a result of our study in France. To get started, you might want to keep a running ‘shoe box’ of ideas and thoughts that come to you throughout the trip. When you sit down to start writing, identify a few points that you wish to develop – perhaps no more than three or four. Try to get to the heart of your discussion quickly and maintain focus. The more drafts you write, the better the statement will be. While it may seem that there is no right or wrong position in a reflection statement, since it is an expression of personal views, there are positions that are more strongly consistent with evidence, and others that are ill-informed or unreasoned. Similarly, some statements are more thoughtful, insightful, articulate, and better developed than others. The more drafts you write, the better the statement will be.

**Participation**

The key to getting the most out of your study abroad experience is to be present and actively engaged in all the program lessons and activities. As such, participation counts for a significant portion of your grade. In order to earn all participation points, you must be on time for every excursion and lesson (students with extenuating circumstances such as illness should contact the program assistant in advance of missing any activities—excused absences such as this will not count against your participation grade). You must show up to every scheduled activities- students who do not show up for a scheduled event will be reported missing and unexcused absences may lead to dismissal from the program. Additionally, we expect that you give your full participation in all group activities, and respect your peers, program staff, and any program guests.
Module 1: Defining Elements of French Cuisine: Urban and Rural Food Systems in the Past and Present

Eating a French meal implies more than filling a physical need. It envelops the eater in a set of intersecting histories—culinary, local, national, intercultural, symbolic, that mark a dish or series of dishes, whether it is a three-star dinner at a restaurant or a simple dinner at home. “French cuisine” includes the practices and products, values and behavior, rules and norms, institutions and ideas that represent preparation and consumption of food in a social setting in France. While in Paris we will explore the contemporary French food environment through neighborhood walking tours, cooking classes, food markets, dining at restaurants, tasting both luxury and quotidian foods, and attending cooking classes. Through museum tours, readings, lectures and class discussions we will also explore the origins of French food culture starting in the Medieval period and tracing how food culture in France has changed throughout history as a result of industrialization, urbanization and globalization. We will also determine how these changes have impacted social ties, cultural meanings, and human health. Important topics of discussion will include obesity and the French Paradox.

Near the end of this module, we will travel to the Normandy region that is famous for its rural foodways, farms, seafood, cider, and markets. Most of the various regions in France have long-standing traditions, specialty dishes and choice ingredients. We will compare and contrast our experience in Normandy with our experience in Paris by analyzing the different types of food available, unique locally sourced ingredients, the ways that people purchase food and the ways the foods are presented or packaged. We will also study how different regions of France create cultural identities around food and the cultural meanings that shape relationships to food.

Participant observation is an important method of fieldwork in the social sciences that involves the production of experiential knowledge by immersing yourself in a culture and trying to experience the life of your subjects. We will ask you to take on the role of a social scientist and consider not just the food, but the experience of eating. When you are in restaurants, markets, and on the streets, pay real attention to every aspect of food throughout the day—such as who, what, when, where, how. Try to step outside of yourself and reflect on how and why you are navigating the “food environment” of Paris as you are. What does it say about your identity, that is your sense of membership of a group that eats and relates to food in a certain way?

Module 1 Required Readings and Videos


Steel, Carolyn. *How Food Shapes Our Cities*. video

Terrio, Crafting Grand Cru Chocolates in Contemporary France.

Module 1 Essay Questions. Please be sure to answer ALL FIVE QUESTIONS using information from lectures, guided tours, museum visits, readings and your own experiences.

Q1. Staring in the medieval period, briefly describe the main developments in the history of French food.

Q2. What are the key attributes of French food culture? Why, for example, why is the French Gastronomic Meal included in UNESCO’s Intangible Cultural Heritage of Humanity list?

Q3. During this module, you visited different regions outside of Paris with different regional food and drink specialties. Compare and contrast the champagne making process in Reims with the cider-making process in rural Normandy, focusing both on different regional foodways as well as important distinctions between luxury and quotidian items.

Q4. Please choose one dish or food you made or watching being made (such as chocolate, cheese, etc). Read the history of that specific food by Toussaint-Samat. Now, please briefly describe that history. Based on your readings and your own experience, what are the most important parts of making that dish or food? What surprised you when you attempted to make it yourself, or when you watched it being made?

Q5. Using the information you learned in Elliott Shore’s book chapter as well as your own experiences in France, describe in detail a meal you had in a restaurant in France.

Module 2: Globalization and Its Impacts on French Diet

Of all the components of French cultural identity, food is one of the most universally recognized internationally and one of the greatest sources of pride domestically. Consequently, globalization, particularly fast food, is considered to be the antithesis of French gastronomical traditions. While the number of traditional brasseries and cafes have decreased substantially in recent years, the number of fast food restaurants in France has almost doubled, which has had important political, cultural and economic implications. Food globalization also leads to food that is mass-produced, relying on technological innovations to increase food productivity and shelf life as the distance between producers and consumers increases.

In Module 2, we will explore how industrialization and globalization have impacted French culture and identity, particularly around food. Other import topics covered in this module include the influence of immigration of French cuisine. Over the past fifty years, large groups of people from other parts of Europe and the Maghreb have made France their home and brought their food with them, creating a global culinary fusion. We will take a walking tour of two immigrant neighborhoods that have had a profound influence on French food and culture: a North African neighborhood and an Asian neighborhood. We will explore the markets and food stores, meet food professionals and sample specialty food items in these neighborhoods.
Module 2 Required Readings & Videos

Brewis-Slake, Alex. "Obesity and the Built Environment," lecture


Richard Kuisel, "Learning to Love McDonald’s, Coca-Cola, and Disneyland Paris," The Tocqueville Review 21, 1 (2000): 129-149


Choi, Amy. What americans can learn from other food cultures. http://ideas.ted.com/what-americans-can-learn-from-other-food-cultures/


Module 2 Essay Questions. Please be sure to answer ALL FIVE QUESTIONS using information from lectures, guided tours, museum visits, readings and your own experiences.

Q1. What is globalization? How has it affected French food culture?
Q2. In this module you visited neighborhoods with large populations of immigrants. How has immigration impacted French food culture? How have dietary practices of immigrants to France changed, when compared to their place of origin, if at all?
Q3. France was one of the expansive empires that colonized parts of Asia, Africa, and the Caribbean. How has the legacy of colonialism impacted immigrant communities in the past and present?
Q4. Compare your visit to the Rungis Market with the markets and small shops you saw in Module 1. How has delocalization impacted French food culture? What are the environmental impacts of mass distribution of foods compared to direct agricultural markets?
Q5. In what ways does the production and sale of champagne in France resemble the production and sale of other agricultural products (that you learned about from the farms and farmers’ market)? In what ways does the wine industry differ from other agriculture? Think about such things as land, labor, markets, environmental impacts, sustainability, economic security, health, and such.