



FLOR ANTH 3340

Food, Culture & Lifestyle under the Tuscan sky

CAPA FLORENCE PROGRAM

Course Description

The particular relationship that Italians have with food is renowned all over the world. In fact, Italy has one of the most developed culinary traditions in the world. Food is not only one of the Italy's outstanding achievements, but a deep cultural feature that finds its root in the Italian identity and lifestyle. Society, every day habits, and history are all involved in a complex process that presents some interesting results. As a matter of fact, Italy is one of the healthiest nations worldwide, with a low percentage of problems related to food dysfunctions both in physiological terms (i.e. obesity) and in psychological terms (i.e. alcohol addictions).

This course will direct students to reflect about their own relationship with food. Starting from a multi-disciplinary approach, that involves such fields as sociology, history, anthropology and nutrition, students will explore new aspects of their life in Italy directly related to health, education and everyday life. The final aim of this course is to provide an insightful, life-changing experience, which leads students to develop healthier lifestyles (Personal Development Outcome), comparing their culture with Italian culture (Diversity Outcome) and its distinct history and traditions related to food (Urban Environment Outcome).

Course Aims

- 🔗 To lead students to reflect about the role of food in contemporary society.
- 🔗 To provide an overview of the Italian lifestyle in relation to the history of food.
- 🔗 To consider the food in relation to physiological and psychological needs.
- 🔗 To provide a point of view to better understand Italy and its social, historical and cultural development.
- 🔗 To develop a critical analysis of the relationship between food and health.
- 🔗 To think critically about every-day food habits by analyzing them with a complex multidisciplinary approach.

Student Learning Outcomes

As previously said, the specific learning outcomes of this course are all related to three general learning outcome that are:

- 1) **Personal Development** (since the students have to develop self-awareness about their own lifestyle);
- 2) **Diversity** (since the students have to discover and interpret different habits and behaviors);
- 3) **Urban Environment** (since, exploring the local food production, the students are asked to analyze the differences between their home and their host urban and rural areas).

More in detail, at the end of the course, students should be able to:

- A. Recognize the characteristics of the food products presented during the course
- B. Understand the reasons why Italian food is highly relevant in the development of the country
- C. Have a basic knowledge of the role acquired by food in Italian contemporary society
- D. Recognize the particular development of Italian food compared to the rest of their home country
- E. Show awareness in evaluating the cultural process around food
- F. Apply and evaluate critical approaches to food-related behaviors
- G. Recognize the social, cultural and historical background of Italian cuisine
- H. Develop a critical approach to diet and food-related habits, including self-reflection

Class methodology

There will be one three-hour class meeting per week in which lectures and laboratory will alternate. During the first part of the course students will acquire the necessary knowledge to analyze Italian food in a general social and cultural context. Lectures will deepen specific aspects of the history of Italian food and its characteristics.

While acquiring a deeper knowledge about food during the laboratory sessions, students will also have the possibility to directly experience a different approach to food. This hands-on approach is particularly important to lead the students to an immersive experience in Italian culture. Moreover, this approach gives them the opportunity to rethink their own relationship with food and experience a potentially life-changing opportunity by focusing on their own everyday habits related to food.

More in detail, the course is thought as a path of discovery. The discovery is two-fold: 1) it is a self-discovery, since it is about self-reflection on individual behaviors, and 2) it is urban-discovery, since it concerns local traditions and lifestyles. Particularly, the lectures aim to develop the individual self-assessment, while the sessions will give students a direct experience of what we are talking about. This is fundamental to achieve a potential life-changing experience.

In order to reinforce this approach, students will be also asked to consider and reflect on the cultural production of food (such as documentaries and movies) and, at the same time, to personally taste and evaluate the typical food of the Italian (and specifically Tuscan) tradition. This achieved through a multi-perspective approach. Students are asked to take an active (and pro-active) approach; they will be asked to choose their own food by visiting Italian markets and supermarkets. They are also asked to cook their own food when they are at home, as well as Italians do. This will be part of their self-development path.

Moreover, during the laboratory they will be asked to experience and reflect on a new (and healthier) approach to food. For example, not only must they reflect on the importance of vegetables and olive oil in the Mediterranean diet, but they are also led to taste a new (and delicious) way to prepare food, that is far from the usage of unhealthy butter-related fats. Similarly, this approach will bring students to confront the Tuscan tradition of sweets (such as Castagnaccio or the Prato Cantucci) that are not rich in creams which are usually related to sweets and cakes. In other cases, the students will meet local producers to reflect not only about the impact of food production, but also to the importance of knowing where the food comes from. This is particularly important to distinguish which kind of food is healthier and more sustainable.

Field Component(s)

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in the field activity(s) for this course is required. You will **actively** explore the Global City you are currently living in. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

As said, the assigned field components will enable students to experience a new approach to food. This includes:

-  Visiting local food producers
-  Visiting typical Florentine Street-Markets
-  Visiting Italian Supermarkets
-  Visiting historical Florentine cafés
-  Meeting local sommeliers
-  Meeting local chefs

Students are strongly encouraged to also participate in co-curricular program activities, among which faculty will suggest some of particular interest because of their relevancy to the course content.



Assignments

Students are expected to actively participate in class discussion about product design: discussion is particularly relevant and will be consequently evaluated.

Moreover, students are asked to reconsider their everyday food habits by developing their own diet diary and completing a self-reflection assignment that will be evaluated.



Mid Term & Final Exams

The mid-term exam (in Week 6) consists of two parts:

-  Questions with short open answers related to all the content covered in class discussion
-  Questions with multiple choice answers related to all the content covered in class discussion

The final exam (in Week 14) consists of three parts:

-  Questions with multiple choice answers related to all the content covered in class discussion

-  A diet diary and a self-reflection assignment that students develop during the course
-  A longer final essay about the topics covered in class (referring to the learning outcomes of the course)

Final Grade Breakdown

TASK	PERCENTAGE	STUDENT LEARNING OUTCOMES (SLOs)
Group discussion/class participation	25%	Diversity and Urban Environment
Mid-term exam Questions Questionnaire	35%	Diversity and Urban Environment
Final Exam: Essay Diet Diary and self-reflexivity assignment Questionnaire	40%	Personal Development

Grading Scheme

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class handouts/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.



Required Readings:

- 📖 **Montanari M.**, *Food is culture*, pp. 27-89 (Chpt. II & III – *The Invention of Cuisine & The Pleasure and the Duty of a Choice*), New York: Columbia University Press, 2006
- 📖 **Capatti A, Montanari M.**, *Italian Cuisine. A Cultural History*, New York: Columbia University Press, 2003:
 - 🔗 pp. 1-34 (Chpt. I – *Italy: a Physical and Mental Space*)
 - 🔗 pp. 35-83; 121-154 (Chpt. II & IV – *The Italian Way of Eating & The Sequence of Dishes*)
- 📖 **Hoffman R., Gerber M.**, *The Mediterranean Diet, Health and Science*, pp. 1-27 (Chpt. I – *Development of the Mediterranean Diet*), Oxford, Wiley-Blackwell, 2012
- 📖 **Petrini C.**, *Slow Food Nation*, New York, Rizzoli Ex Libris, 2013:
 - 🔗 pp. 10-79 (Chpt. 1 & 2 *A Worrying Picture; Gastronomy and New Gastronomy*)
 - 🔗 pp. 80-208 (Chpt. 3; 4 & 5; *Quality as an Objective; Picture; Three Ideas to Put into Practice; Creating*)
- 📖 **Counihan C.**, *Around the Tuscan Table. Food, Family and Gender in the 20th Century Florence*, New York and London, Routledge, 2004:
 - 🔗 pp. 1-34 (Chpt. 1 & 2, *Food as Voice in Twentieth-Century Florence & Florentine Cuisine and Culture*)
 - 🔗 pp. 55-76 (Chpt. 4, *Florentine Diet and Culture*)
 - 🔗 pp. 113-134 (Chpt. 7, *Commensality, Family and Community*)
- 📖 **Morris J.**, *Making Italian Espresso, Making Espresso Italian*, «Food and History», 8,2 (2010), pp. 155-183
- 📖 **Filiputti W.**, *The Reinassance of Italian Wine. The People who Changed History*, in Filiputti W. (Editor), *The Modern History of Italian Wine*, Milan, Skira, 2016, pp. 28-43
- 📖 **Nowak Z.**, *Folklore, Fakelore, History: Invented Tradition and the Origins of the Pizza Margherita. Food, Culture and Society: An International Journal of Multidisciplinary Research* 17.1 (2014), pp. 103–24



Recommended Readings:

- 📖 **Civitiello L.**, *Cuisine and Culture: A History of Food and People*, 3rd ed. Hoboken: Wiley & Sons, 2011
- 📖 **Dickie J.**, *Delizia! The Epic History of the Italians and Their Food*, London: Hodder & Stoughton, 2007
- 📖 **Montanari M.**, *The Culture of Food*, Oxford: Blackwell, 1994
- 📖 **Mueller T.**, *Extra Virginity: The Sublime and Scandalous World of Olive Oil*, New York: Norton, 2012
- 📖 **Murcott A., Belasco W., Jackson P.**, (Editors), *The Handbook of Food Research*, London: Bloomsbury, 2013
- 📖 **Parasecoli F.**, *Al Dente. A History of Food in Italy*, London: Reaktion Books, 2014
- 📖 **Quinzio J.**, *Of Sugar and Snow. A History of Ice Cream Making*, Berkeley: University of California Press, 2009
- 📖 **Zanini De Vita O.**, *The Encyclopedia of Pasta*, Berkeley: University of California Press, 2009



Required Movies:

- 🎬 *Mondovino*, by Jonathan Nossiter, 2004
- 🎬 *Super-Size Me*, by Morgan Spurlock, 2004

Weekly Course Schedule

WEEK 1

Introduction to the course

Topics: Explanation of the syllabus, the structure and goals of the course. Introduction to the subject.

Discussion: Why food matters? Eating and Drinking with Awareness. Making Sense of Food (and of Italians).

WEEK 2

A brief history of food

Topics: An overview of food and its history through the ages from a historical and sociological approach. Food and society. Food and identity.



Readings:

M. Montanari: *Food is culture*, pp. 27-89 (Chpt. II & III– *the Invention of Cuisine & The Pleasure and the Duty of a Choice*).

Discussion: Which is the history of food? What does eating mean?

WEEK 3

Italian Food and the Mediterranean Diet (Olive Oil, Vegetables and Cheese)

Topics: The Mediterranean Diet, truth and myths. The Tuscan way to the Mediterranean diet. The importance of olive oil, vegetables and cheese in the Italian (and Tuscan) culture.



Readings:

A. Capatti and M. Montanari: *Italian Cuisine*, pp. 1-34 (Chpt. I – *Italy: a Physical and Mental Space*)

R. Hoffman and M. Gerber, *The Mediterranean Diet*, pp. 1-27 (Chpt. I – *Development of the Mediterranean Diet*)

Discussion & Lab: *The Mediterranean Diet, an empirical approach.*

WEEK 4

Food: Awareness and Quality

Topics: The importance of food in contemporary society. From Fast Food to Slow Food. Developing self-awareness (including drinking self-awareness).



Readings:

Petrini, *Slow Food Nation*, pp. 10-79 (Chpt. 1 & 2 A Worrying Picture; Gastronomy and New Gastronomy)



Movie (mandatory): *Super-Size Me*

Discussion and Lab: An Italian Market (and/or Supermarket) Experience.

WEEK 5

Producing Food

Topics: How is local food produced?



Readings:

Petrini, *Slow Food Nation*, pp. 80-208 (Chpt. 3; 4 & 5; *Quality as an Objective; Picture; Three Ideas to Put into Practice; Creating*)

Lab: Local Producers Visit

WEEK 6

Ready for the mid-term exam?



The mid-term exam consists of two parts:

- A. Questions with short open answers related to all the content covered in class discussion
- B. Questions with multiple choice answers on all the content covered in class discussion

WEEK 7 — Break Week

WEEK 8

Food Italian way (a very serious thing)

Topics: History of the Italian food; spaghetti mandolino & stereotypes; everyday food in Italy; regional differences; food & economy; the development of the Italian cuisine between tradition and innovation.



Readings:

A. Capatti and M. Montanari: *Italian Cuisine*, pp. 35-83; 121-154 (Chpt. II & IV – *The Italian Way of Eating & The Sequence of Dishes*)

Discussion and Lab: Watching the movie The Barolo Boys

WEEK 9

The “Bar Culture” and the Café in Florence

Topics: The “bar-culture” (from the cappuccino to the aperitivo); famous (and not famous but culturally important) bars in Florence.



Readings:

C. Counihan, *Around the Tuscan Table*, pp. 1-34 (Chpt. 1 & 2, *Food as Voice in Twentieth-Century Florence & Florentine Cuisine and Culture*)

J. Morris: *Making Italian Espresso, Making Espresso Italian*

Lab: A visit to the Giubbe Rosse bar

WEEK 10

The Wine Culture

Topics: The Tradition of Wine, Wine and Self-Awareness, Tasting is the contrary of Abusing.



Readings:

Filiputti, Walter: *The Reinassance of Italian Wine. The People who Changed History in* Filiputti, Walter (edt. by) *The Modern History of Italian Wine*, Milan, Skira, 2016, pp. 28-43.

Lab: A Wine Tasting.



Movie (mandatory): *MondoVino*

WEEK 11

Italian (and Tuscan) Street Food

Topics: History of the Italian (and Tuscan) Street Food Tradition.



Readings:

Z. Nowak. *Folklore, Fakelore, History: Invented Tradition and the Origins of the Pizza Margherita*
C. Counihan, *Around the Tuscan Table*, pp. 55-76 (Chpt. 4, *Florentine Diet and Culture*)

Lab: Visit to the Mercato Centrale

WEEK 12

Conviviality and Sweets: from Not-So-Sweet to Gelato

Topics: The Italian (and Tuscan) Tradition of Cakes and Sweets.

Lab: Sweets in the Italian (and Tuscan) Tradition – An empirical approach (Schiacciata alla fiorentina, Castagnaccio, Cantucci col Vin Santo, Tiramisù).



Readings:

C. Counihan, *Around the Tuscan Table*, pp. 113-134 (Chpt. 7, *Conviviality, Family and Community*)

Lab: Visit for Granita & Gelato tasting.

WEEK 13

A Summary of the Italian Food Experience

Topics: Self-Reflexivity Development – How this experience has affected my lifestyle? What have I learnt?

Lab: A Final Cooking Lesson

WEEK 14

Ready for the final exam?



The final exam consists of three parts:

1. Questions with multiple choice answers to all the content covered in class discussion
2. A diet diary and a self-reflection assignment that students must develop during the course
3. A longer final essay about the topics covered in class (referring to the learning outcomes of the course)

Attendance, Participation & Student Responsibilities

Attendance

CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Each unauthorized absence from class will result in a 3% reduction of the final grade. More than two unauthorized absences are considered a pattern of repeated absences and will result in failure of the course and possible dismissal from the program. Students are granted one sick day per course. If this is the first time you were absent from this class, this absence will count as your sick day and your grade will not be reduced.

Missing classes for medical reasons

If you need to miss a class for medical reasons, for a family emergency or for a religious holiday, you must send an e-mail to both the Director of Academic Affairs and the Senior Academic Coordinator (greverdito@capa.org and vchesi@capa.org) to let CAPA know at least one hour in advance of your class or meeting. Note that calling the CAPA Centre at 055-24466439 is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

Class Participation

Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Academic Integrity

A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program. Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "0" for any assignments in which they have duplicated their own work. All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Use of electronic equipment in class

All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

Use of Electronic Translators

In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission

Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behavior during Examinations

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.