Course Description: This course introduces the student to the history of the human race after 1500 by examining distinctive civilizations and cultures of the world and interactions among them, focusing on political, economic, social, and intellectual systems, including religion, science, and technology. These sections of World History will focus on food in world history and will include a number of field trips to area restaurants. Therefore, this class is not appropriate for some students, such as those who have food allergies or students who are not very adventurous about sampling new foods. In addition, because of these restaurant visits, there will be some modest expenses for each meal, which students must pay at each restaurant. I estimate these to total $60 to $80 for the five meals.

Organization, Objectives, and Grading.
History 103 (or its equivalent) is the prerequisite for this class. The organization is based on the general theme of food in World History since 1500, especially connections related to it. The objectives of this course are to:

1. Introduce students to historical inquiry as a subject;
2. Provide a framework of global history since 1500; and
3. Improve critical skills in reading for content, as well as parallel skills in writing, listening, and speaking.
4. Improve writing ability by focusing on the short essay.
5. Improve ability to use and blend a variety of sources.
6. Sharpen understanding of the importance of group work.

This syllabus outlines the course goals and requirements. Read it carefully and keep it in a handy place throughout the semester. In the event that you lose or misplace your syllabus, you can download a copy from my website or ask me for another copy. You are responsible for understanding the information contained here, meeting all deadlines, bringing your texts on the days indicated, and attending class.

<table>
<thead>
<tr>
<th>Type of work</th>
<th>points</th>
<th>assigned/due (sessions)</th>
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<tbody>
<tr>
<td>Questions from the photocopy packet</td>
<td>10</td>
<td>2/3</td>
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<tr>
<td>Discussion of <em>Trading Tastes</em></td>
<td>5</td>
<td>2/3</td>
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<tr>
<td>Discussion of People who fled the Haitian Revolution</td>
<td>5</td>
<td>4/5</td>
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<tr>
<td>Board of Directors Presentations</td>
<td>10</td>
<td>5/6</td>
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<tr>
<td>First one page assignment (Thai/Indian)</td>
<td>15</td>
<td>4/8</td>
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<tr>
<td>Group Presentations on Thai/Korean/Vietnamese Mexican Cuisines</td>
<td>10</td>
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<td>New Imperialism</td>
<td>5-8</td>
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<td>Second one page assignment (<em>Casablanca</em>)</td>
<td>15</td>
<td>9/9</td>
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<tr>
<td>Third one page assignment (Korean/Vietnamese)</td>
<td>15</td>
<td>10/12</td>
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<tr>
<td>Discussion of <em>Fast Food Nation</em></td>
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<tr>
<td>Final exam/fourth one page (<em>Fast Food Nation</em>)</td>
<td>15</td>
<td>14/15 (April 30/May 5)</td>
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<td>113</td>
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In addition to these positive points, because of past problems with rude, inconsiderate, and immature students, students will receive negative points for failing to observe the basic rules of the classroom code of conduct in *The Student Handbook*, which you all have. Speaking, reading, or writing while others are presenting are examples of behavior that will result in negative points. Eating, drinking, and smoking are prohibited in classrooms and hallways at the College of Charleston. Do not make or receive telephone calls or messages during the class period. Turn off your telephones and pagers before class begins. Do not open your phones and check your messages. The classroom is not the appropriate place to read newspapers, apply make up, comb hair, or other similar activities of personal grooming. If necessary, on the first day of class, I will be happy to explain why these activities are not appropriate in a class. I will appreciate not being required to ask students a second time to refrain from any of the above. Students who violate the classroom code of conduct (as outlined here and in *The Student Handbook*) will be penalized 5 points for each violation each time it occurs, such as arriving late, talking to others during class, and not turning off cell phones.

Course grades will be based on percentages on the following scale: 100-94=A, 93-90=A-, 89-87=B+, 86-84=B, 83—80=B-, 79-77=C+, 76-74=C, 73-70=C-, 69-67=D+, 66-64=D, 63-60=D-; less than 60=F. I do not post grades and, because of national privacy laws, will not be able to tell you your final grade or discuss it over the phone or on email.

**General Requirements for All Written Work**

Margins must be less than one inch on the sides, top, and bottom and must be written in Times font, twelve point type (this is Times twelve point) and single-spaced. Papers that do not conform to these basic guidelines will be returned to the student without comment or a grade. Late papers will be penalized five points for each day late. Do not email papers to me because they are frequently lost or delayed or do not get through the filters. All assignments are due at 4:00 on the day indicated.

During the course, you will be required to write four one-page papers. However, there is a special opportunity for anyone who receives the maximum 15/15 on any of the first three papers: you will receive an automatic 15/15 on the last paper. A one-page paper has a total of one page and is single-spaced. It does not have a cover page; it does not have a second page. Put your name at the top of the page. If you submit more than one page for such an assignment, you will receive zero points. A one-page paper will be graded on the basis of three factors: 1. The links that you establish between the two or three sources assigned; 2. The focus of the assignment; and 3. How well your essay is constructed. Good links can be established by citing specific terms or concepts from the two or three sources under review. For example, contrasting how an institution is shown in a film and in a reading. A strong focus can be obtained by narrowing your topic to something manageable in the limited space of one page. For example, *religion* is too broad a topic for a one-page paper but you can discuss the rules of the Order of St. Benedict. How well your essay is written depends on how much time you put into writing it. Make each word count in your essay and proofread your work to ensure it says exactly what you mean.

Pay particular attention to the following in your writing:

1. Use active rather than passive voice. Example: *Change was started.* This is a weak sentence because it is vague and especially because we do not know who started what change. *Revolutionaries changed society.* Now this is still a bit vague but at least we know who did the action. Note how this sentence can be improved by adding just a couple more details: *Cuban revolutionaries changed their society in the late twentieth century.*

2. Avoid repetition and wordiness. Example: She tried to put her ideas into practice. *To put something into practice...* can you think of one word that means that?

3. Use your spell check always.

4. Proof read your work always.

5. Use all the space available on the page.

Your grade for a one-page paper will automatically be lowered ten percent if you fail to use the spell check feature on your computer. It will be lowered another ten percent if you fail to edit and
proofread the text. So, for example, a C paper, which the student failed to edit or use the spell check, will receive an F.

Attendance Policy. Each of our sessions is almost three hours long and we meet only fourteen times for the semester. There is a direct link between attendance and grades. I take attendance each week by circulating a sign-up sheet for students to sign. You are absent if your signature is not on the sheet. If a student signs the sheet and then leaves or if another student signs your name on the attendance sheet, I will report both students to the Honor Board. Because of past difficulties with rude and immature students, there are no excused absences from this class for any reason whatsoever. You are allowed to miss one class. You should also be aware that you cannot collect any points for that day’s activity if you are absent. For example, the discussion for our third class has 5 points. If you are absent that day, you will receive zero. Your second absence from class means that you will receive a WF. This class begins at 4:00 and ends at 6:45. There are no make-ups and there are no excused absences. The one-page papers require you to blend the information from this class, including the lectures. How can you do that if you are absent? Please note that when I say there are no excused absences from this class for any reason, this means just what it says. Attending funerals, illnesses, accidents, visiting friends, and driving relatives to the airport are all examples of UNEXCUSED absences. Please do not call the History Department secretaries or me to say that you will be absent on a given day. Each semester I have over 100 students in three classes. The phone calls are overwhelming and pointless. You are allowed one absence for any reason, with no questions. Use it wisely since your second absence removes you from the class with a WF.

Required texts (in the College Bookstore, at University Books on King Street, on reserve in the library, and available on the Internet):
Strayer, Robert. *Ways of the World*, vol. 2
Gilbert, Erik and Jonathan Reynolds. *Trading Tastes*.
Schlosser, Eric *Fast Food Nation*.

In addition, students will need to purchase a small packet of photocopied materials from Sas-e-Ink, 219 Calhoun Street, near Norm’s Pizza.

You will benefit most from the class and avoid a number of potentially serious problems if you:

1. Complete the assigned readings before, not after, each class.
2. Keep up with readings--do not fall behind. Reserve a special time in your weekly schedules for the readings.
3. Borrow notes from a friend in the class in the event that you miss a class. If you are concerned about your grade and want to improve, attend class. Please do not come to my office and ask me for a synopsis of a missed class or lecture. If you want to know what we do in class, attend!
4. Visit me during my office hours to ask any questions you may have. I am happy to meet with you and discuss any issues you might want to raise. That is why I have office hours. If you are unable to see me during my scheduled office hours, ask for an appointment and we can arrange another time. I am also on e-mail (coatest@cofc.edu) and this is frequently the easiest way to get a quick response to a question. If you come to my office outside of office hours, I may or may not be there and probably will not be able to see you. If you make an appointment to see me (outside of my office hours) and then do not appear, this is rude and unacceptable behavior. I will not reschedule an appointment for someone who wants to waste my time.
5. Review this syllabus carefully and note the dates when essays are due. Reserve time just for reading and writing for this class. If you plan your time in this fashion, you will be able to avoid rushing at the last minute to complete the required readings and writing an essay over material that is new. The results will actually be less work, completed over a longer period. Your essay will reflect a better understanding of the material.
6. Submit your own work on time. That may sound easy, but it means your work (not something written by someone else) on the date and time due. The first day of class we will review the course requirements and the meaning of the term plagiarism. Students guilty of plagiarism will be reported to the honor board of the College. If they are found guilty, they will immediately fail the class (F) and depending on the action of the Honor Board could receive a grade of XF. All students are reminded that we are required to follow the honor code of the College. This code is explained in detail on pages 46-47 of the Student Handbook.

7. Follow the guidelines listed here as well as those in the Honor Code and The Student Handbook. The most common violations in my classes have been cheating, but students have also faced the honor board for other violations such as lying and rude or disrespectful behavior.

Answers to some frequently asked questions. Students ask these question each semester; they reflect some serious differences in the importance and philosophy of a liberal arts education (in general) and this class (in particular), I think it is worth pausing a moment to consider:

1. The readings in this class are too long. Why don’t you cut out one/two/three texts so that they don’t interfere with my work/my weekend/my holidays? The answer to this question should be obvious but apparently is not. I know that many students work, and I monitor my reading assignments. You will note that I total the number of pages of assigned reading just for this reason. Isn’t paying for school the rationale behind working, not the other way around? I do not think that you would suggest to your boss that you should be paid for forty hours of work when you have completed twenty. Isn’t that what this question asks the professor to do: give the same credit for a class with half the usual reading and other assignments? The solution is to plan your time as carefully as possible and to keep in mind why you may be working.

The purpose of this syllabus is to inform students on the first day exactly what the expectations will be. If you feel that the readings are too long or too hard or the requirements are too demanding, then drop this section and add one taught by a different professor. When you return on the second day of class, you have agreed to the assignments outlined in this syllabus. Any further complaining is pointless. The History Department as a whole determines the amount of readings so that different sections of the same class have the same amount to read.

2. Where should I be in the readings? The purpose of this syllabus is to answer that very question. Find today’s date on the syllabus and your question will be answered.

3. The books for this class are too expensive. Together with the tuition, this class costs too much money. Do I have to buy all the books? I do not have time to read all the books, do I have to? Any of the required books that the library owns are on reserve. Students can read those at no cost in the library. Costs for books and tuition have gone up and I realize they are not cheap. Students will note that I assign every page of the books we will use in this class. Students will not be able to pass this class or any other class in history, without reading the assigned books. In fact, students are wasting their time and money if they register for this class and refuse to read the books. The result will be an F and the student will then have to spend more time and money taking the class a second time.

Let me ask you two questions: Why do you suppose this class is part of the general education requirement for the College? If you want to look only at economics, leaving aside the idea of learning anything about the past, the cost of ignorance is very high indeed. The median income in 1998 for a high school graduate was $29,510 (men) and $20,463 (women) while that of a college graduate was $45,266 (men) and $32,051 (women). If you do the basic math here, over a period of 40 years (from age 20 until 60), the difference in what a high school and a college graduate will earn is around a half a million dollars, not adjusted for inflation, promotions, or any other factors. Now, what do you think is expensive and what is cheap?

4. Is it OK if I arrive late/leave early? I cannot come to class because I have a doctor’s appointment/have to take someone to the airport/my car broke down. This class begins at 4:00 and ends at 6:45. Be on time and stay until the class is finished. If you decided to make an appointment during the class time, then face the consequences of your actions. You will be absent and the second time you are absent, you will fail the class.
Lectures and Required Readings

Please note that schedule as outlined on this syllabus is subject to change in the event of unforeseen or extenuating circumstances (such as floods or electrical outages). Films may or may not be used, as time allows. One-page papers will need to draw from all materials used, including films.

Session Number/Date/Themes/Readings:


2. Tuesday 20 January /Thursday 22 January. Before class, read: *Ways of the World*, chapters 13-14, pp. 363-432; Coe and Coe, *A True History of Chocolate*, pp. 7-105; and *Trading Tastes*, pp. 84-111. **Bring your photocopy packets to class.**
   - Sugar and the Slave Trade (lecture)

3. Tuesday 27 January /Thursday 29 January. (5 points for discussion, 10 points for the packet questions) Before class, read: *Ways of the World*, chapter 15, pp. 433-460; *Trading Tastes*, pp. 1-83 and 112 to 139. I will assign readings to the groups at the beginning of class, so it is important to be caught up.
   - Group reports:
     - *Ways of the World*, chapters 13-14
     - *Ways of the World*, chapter 15
     - The Spice Trade (from *Trading Tastes*)
     - *True History of Chocolate*, chapter 1
     - The Salt Trade (from *Trading Tastes*)
     - *True History of Chocolate*, chapter 2.
     - The Silk Trade (from *Trading Tastes*)
     - *True History of Chocolate*, chapter 3.
   - Questions are due from the photocopy packet, pages 15, 29, and 30.

4. Tuesday 3 February/ Thursday 5 February. (10 points for the presentation, 15 for the paper) Before class, read: *Ways of the World*, chapter 16, pp. 461-489; *True History of Chocolate*, chapter 4, pp. 106-124. **Presentation by the Thai group (groups 1 and 2).** In their 15-20 minute presentation, the Thai group will need to discuss the following issues:
   - Thai history during the period from 1500-1740. In what ways is Thailand a good example of the global processes outlined in chapters 13-16 of *Ways of the World*? In which ways is Thailand an exception?
   - Thai geography as it reflects agricultural production.
   - Traditional Thai cuisine.
   - Thailand’s positions in modern agriculture and consumption (relative to other SE Asian counties) as outlined in *The Penguin Atlas of Food*, pp. 104-119.

   **First field trip:** Basil’s Restaurant (walking). Schedule: class will meet in our usual room from 4-5 and then walk to Basil’s Restaurant (Thai) 460 King Street. Dinner, 5:15-6:45. Basil’s is about three blocks away from the College, directly up King Street in the direction of the American Theater at 460 King Street. Be sure to take notes on the details of your meal.

   - **Second field trip:** Class will meet at St. Mary’s Catholic Church, Hassel Street (10-minute walk from campus, forget parking anywhere near the church). Schedule: 4-5:00 tour the cemetery. Your
group should identify one person who fled from Haiti (San Domingue) because of the Haitian Revolution. Return to class from 5:15-6:45. Each group will report on whom they found.


Group 1 will be the Board of Directors of a major bank based in London in 1880. Groups 2-8 will each make a 5-10 minute presentation to the board as to why the bank should make a major investment in the country they are representing. Remember, the year is 1880!

* Group 2  The United States  * Group 5  China
* Group 3  Russia  * Group 6  Ottoman Empire
* Group 4  Great Britain  * Group 7  Japan
* Group 8  Argentina

7. Tuesday 24 February/ Thursday 26 February. (15 for the paper) Before class, read Ways of the World, chapter 20, pp. 589-615. India presentation. In the 15-20 minute presentation, I will discuss the following issues:
* Indian history during the period from 1500-1900. In what ways is India a good example of the global processes outlined in chapter 20 of Ways of the World? In which ways is India an exception?
* Indian geography as it reflects agricultural production.
* Traditional Indian cuisine.
* India’s positions in modern agriculture and consumption (relative to other Asian counties) as outlined in The Penguin Atlas of Food, pp. 104-119.

Discussion of the rules of the New Imperialism board game for week 8. The rules for this game are included in the photocopy packet.

Third field trip: India. Schedule: class will meet from 4-4:30 for the presentation on India. Then half the class, groups 1-4 will meet at 5:00 at Chinar Restaurant on King Street. Groups 5-8 should wait until 5:45 or 6:00 until they appear. Take notes on your meal.

First One Page Paper Assigned. In what ways are the cuisines of Thailand and India similar and how are they different? Draw upon your meals, Ways of the World, and The Penguin Atlas of Food for your answer.

Spring Break March 2-8

8. Tuesday March 10/Thursday 12 March. (8 points possible) New Imperialism board game. Note that questions from this game will test your knowledge of chapters 18, 19, and 20, pp. 527-615 in Ways of the World, and the entire text of The True History of Chocolate.

The teams for this game will be:

The team that comes in first place in the New Imperialism board game will receive 8 points (for each member of the team); the second place team will receive 7 points, the third place team 6 points; all other teams that play will receive 5 points. Teams do not have to play and can opt out of the game, but they will receive 0 points. All members of the team must play or the team cannot collect any points.
9. Tuesday 17 March/Thursday 19 March. (15 points for the paper) Before class, read: *Ways of the World*, chapter 21, pp. 616-658. Special showing of the film *Casablanca*. N. B. Casablanca or “Casablanca” (the movie); Casablanca (the city).

**Second one page paper assigned.** Discuss one of the following:

A. Who were the refugees in *Casablanca* and who were they in reality during WW II? Why were they refugees? Who tried to flee or fled from the Nazis, and what were the results? Why did the Nazis persecute those particular groups of people? 

B. In what ways does Rick in *Casablanca* portray the US position in WW II before and after Pearl Harbor? Discuss *Casablanca* as a war propaganda film. 

C. Who were the Allies and the Axis powers? What powers were neutral and what did they do during the war? What evidence of neutrality do you see in *Casablanca*? If WW II were a struggle between good and evil, what are the ethics of being neutral in such a conflict?

10. Tuesday 24 March/Thursday 26 March. (10 points for the presentation, 15 for the paper)

The Cold War and the Rise and Fall of Communism. Before class, read, *Ways of the World*, chapter 22, pp. 659-690. Presentation by the Korean Group (groups 3 and 4). In their 15-20 minute presentation, the Korean group will need to discuss the following issues:

* Korean history during the period 1880-1960. In what ways is Korea a good example of the global processes outlined in chapter 22 of *Ways of the World*?
* Korean geography as it reflects agricultural production.
* Traditional Korean cuisine.
* Korea’s positions in modern agriculture and consumption (relative to other Asian counties) as outlined in *The Penguin Atlas of Food*, pp. 104-119.

Presentation by the Vietnamese Group. In their 15-20 minute presentation, the Vietnamese group (groups 5 and 6) will need to discuss the following issues:

* Vietnamese history during the period 1880-1980. In what ways is it a good example of the global processes outlined in chapter 23 of *Ways of the World*?
* Vietnamese geography as it reflects agricultural production.
* Traditional Vietnamese cuisine.
* Vietnam’s positions in modern agriculture and consumption (relative to other Asian counties) as outlined in *The Penguin Atlas of Food*, pp. 104-119.

Schedule for class today: Class will meet in our usual room from 4-5:00. At 5:00 we will leave for our **fourth field trip**: Kim's Express Japanese and Korean Restaurant. Because the restaurant is small, they cannot handle the entire class at once. So, we will need to divide in half: groups 1, 2, 3 and 4 will leave right away at 5:00. They will be joined by groups 5, 6, 7, and 8 at 6:00. This restaurant is located in same building as Millennium Music. From Maybank Hall, walk east on Calhoun Street for one and a half blocks, until you have almost reached the statue of John C. Calhoun. Kim’s is on your right. Dinner from 5:15-6:45.

11. Tuesday 31 March/Thursday 2 April. (15 points for the paper). **Fifth field trip**. Vietnamese food. Schedule: because of rush hour traffic we will not meet in class but go directly to the Saigon grocery store at 4:30 (7671 Northwoods Blvd. next to the Pho Bac Restaurant) and tour this Asian grocery store from 4:30-5 and then have a Vietnamese meal next door from 5-6:45. The grocery store and restaurant are on your left as you enter Northwoods Blvd from I-26. As you are exiting I-26, stay in the second lane from the right so that you can go straight at the light and enter Northwoods Blvd. As you begin to pass the Ice Palace, you will see the restaurant and grocery store on your left, set back from the road.
**Third one page paper assigned:** In what ways are Korean and Vietnamese food similar and how are they distinct? Use your meals, the information from the presentations, and *The Penguin Atlas of Food* to craft your answer.

12. Tuesday 7 April/Thursday 9 April. (10 points for the presentation, 15 for the paper) Before class, read: *Ways of the World*, chapter 23, pp. 691-722. **Third one page paper due.** Presentation by the Mexican Group (groups 7 and 8). In their 15-20 minute presentation, the Mexican Group will need to discuss the following issues:
   * Mexican history during the period 1880-1980. In what ways is it a good example of the global processes outlined in chapter 23 of *Ways of the World*?
   * Mexican geography as it reflects agricultural production.
   * Traditional Mexican cuisine.
   * Mexico’s positions in modern agriculture and consumption (relative to other Latin American counties) as outlined in *The Penguin Atlas of Food*, pp. 104-119.

**Sixth field trip:** Mexico. Schedule: class will meet in our usual room from 4-5:00 for the presentation by the Mexico Group. Then we will move to Santi’s Mexican restaurant, located at 1302 North Meeting Street. From the campus, go down Calhoun Street to Meeting, turn left. Go about 2-3 miles, passing the exits for the new bridge. Right after you cross Mt. Pleasant Street, Santi’s is on your right. Be sure to take notes on your meal.

   * Groups 1 and 2: Chapter 1: The Founding Fathers, Chapter 2: Your Trusted Friends, and Chapter 3: Behind the Counter
   * Groups 3 and 4: Chapter 4: Success, Chapter 5: Why the Fries Taste Good, and Chapter 6: On the Range.
   * Groups 5 and 6: Chapter 7: Cogs in the Great Machine, Chapter 8: The Most Dangerous, and Chapter 9: What's in the Meat?
   * Groups 7 and 8: Chapter 10: Global Realization, Epilogue: Having It Your Way, and Afterword: The Meaning of Mad Cow.

14. Tuesday 21 April/ Thursday 23 April. **Last day of class. Seventh field trip on your own.** Final exam/fourth one page paper: Now that you have read *Ways of the World*, *The Penguin Atlas of Food*, and completed all of *Fast Food Nation*, visit two of the major fast food chains mentioned in the reading (such as Wendy's, McDonald's, etc.). You do not need to order anything if you do not wish to, simply observe what you see around you and take notes. *Fast Food Nation* makes a number of claims about fast food establishments such as the two you have just visited. Attack or defend these claims in the book in light of what you observed. In particular, comment on what the book says and what you see regarding franchising, marketing of product, employees, quality of food, size of meals, nutritional content of the meals, etc. This paper is due no later than the time scheduled by the registrar for our final exam. For section 090 (Tuesday), that is May 5th before 7:00 pm. For section 091 (Thursday), that is April 30th, also before 7:00 pm. You do not have to wait—you can turn your exam in early if you wish. Please turn it in by placing a copy in my box in the History Department office on the second floor of Maybank Hall (room 202) or by slipping it under my office door (Maybank 325).