Tastes of Paris: The Anthropology of Food
Professor Vincent Bloch

Course Description
Human food systems provide a unique window on culture. Easting is not only a biological need; it also reflects forms of human co-existence. Human food systems and ways of eating reveal traditional techniques, values and rituals, as much as they display significant social roles of hierarchy, power, and authority.

In this course we will review the general principles of social anthropology and then come to understand them through the exploration of food as an object and reflection of culture. We will investigate the link between the biological, economic, and cultural aspects of human food systems and how this determines the way we eat today. We will analyze the concept of Foodways, a social-cultural process leading to the construction of the self, collective identities, gender, and ethnicity. And we will consider how changes in foodways both reflect mutating social environments and challenge our capacity for social adaptation.

To this end, we will visit traditional open-air French markets, both comparing them to “ethnic” markets in the Asian and African quarters of Paris and sampling the wildly different foods on display. We will use and profit from our presence in Paris to test and evaluate French culinary history through on-site study excursions, tasting experiences, reading and discussions with food professionals.

We will learn how in reality so-called “authentic” foodways are always dynamic processes that integrate elements from different cultural encounters, ways of life and social trends. Indeed, through a study of the history of food in France and its empire and this as a counterpoint to that of the United States, eating will be studied, in the words of anthropologist Marcel Mauss, as a “total social fact”. 4.0 quarter/2.7 semester units. Suggested subject areas for this course: Anthropology, History, Sociology

Learning Objectives: Upon completing this class, you should be able to carry out the following tasks:

- to demonstrate your ability to actively observe foreign cultures through food;
- to describe the many ways food rituals reveal social and cultural identities;
- to explain how food habits influence personality and cultural identity;
- to enumerate your new food experiences and to explain their cultural meanings;
- to use analytical tools from class to improve your research and writing skills.

Required Texts: Course Reader [CR]

Instructional Format: Material will be presented using a variety of methods including lectures, class discussions, group work, student presentations, films and local excursions. Some site visits will be integrated into class time; others will be assigned as homework.

Class Requirements: The following elements will be taken into consideration when determining your final grade: preparation and reading before class, short papers, quizzes, final exam, and research presentation. The weighted breakdown is as follows:

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<th>Component</th>
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<tr>
<td>Class Participation</td>
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<td>Food-Sample Presented in Class</td>
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<td>Class Report</td>
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<td>Written Research Paper</td>
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<td>Quizzes</td>
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<td>Final Exam</td>
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Food Sample Report & Presentation: You will be asked to do a five-minute presentation about a food that is especially interesting to you. You will explain the history and origin of the food, how and where it is eaten, and the symbolism or meaning attached to it. And you will bring a small sample ready to be distributed to the entire class.

Class Reports: Choose between

1. Ethnographic Report. Throughout the semester, you will probably observe many situations linked to French foodways: customers interactions with waiters and waitresses, food shopping, lunch breaks, heated discussions, etc. You are expected to write a two-page descriptive report. (I will provide instructions on how to write such a paper throughout the semester.)

2. Open-Air Market Visits & Reports. As a class, we will visit one market and you will be expected to visit two others outside of class (I will provide a list). You will write a report to summarize your observations, to compare and contrast, and to analyse in light of readings and class discussions.


Written Research Paper & Presentation: You will choose a topic that interests you (to be approved by me for session 5) and write an 8-10 page research paper on the subject. As your papers should incorporate your observations, class readings and outside research, you must start thinking about interesting topics from the beginning of the class. Include at least three serious academic references and keep in mind that plagiarism is a serious offence and will not be tolerated. Please ask me if you have any questions with regard to quoting and citations. We will discuss the final paper more in-depth in class. Research papers are due by session 12 and students will briefly present their research to the class either during session 12 or during session 13.

Quizzes: These will comprise 6 yes/no questions based on the week’s readings.

Class Participation is required both in the classroom and on our group visits. As per the UC Paris Attendance Policy, excessive absences and tardies will result in a lowered final grade. Please refer to UC Paris Academic Handbook for the policy on absences and tardies.
Paris as Palimpsest: A Perpetual Dialogue Between Past and Present
Professor Christina von Koehler

Course Description
In France, the past is always present. This class is designed to provide students with an understanding of the intellectual framework and historical references that inform the most volatile issues debated in France today. Thorough study of the history of Paris from political, economic, and social perspectives will equip the student to analyze and evaluate current issues and events from both the French and the American perspective. 4.0 quarter/2.7 semester units.

Goals
The overriding aim of this course is to increase students’ cultural sensitivity through an in-depth examination of the many layers that make up French history while at the same time exposing them to how this history shaped the physical city of Paris itself. Through comparative examination of current events in France and the US, the course also sensitizes them to differences in cultural norms. Lastly, the course seeks to increase students’ understanding of how a nation’s “eternal values and universal truths” develop in response to a people’s particular historical experiences (e.g., the place of religion in the public sphere).

In order to meet the course objectives, the assigned readings and topics in the syllabus vary from year to year in order to align them with recent major events. Past units have included a variety of topics, such as:
- “The Veil”
- Health insurance as a social or a socialist program
- Presidents (use and extent of power/elections)
- Women in the public eye
- War and terrorism
- Income distribution and the human costs of urban development

In each unit, the current issue is paired with careful study of related moments in French history (e.g., Huguenots in the 16th c. with Muslims today; a president with Napoleon). By engaging in a dialogue with the past, students’ understanding of present issues is enriched.

Readings are selected to expose students to the various ways history is/can be written. These include:
- First-hand accounts and editorials
- Essays by specialists in political, social, economic, and urban history
- Seminal texts of reference (e.g., “The Declaration of the Rights of Man and Citizen”)

Learning Outcomes
The course also seeks to develop students’ written and oral rhetorical skills as well as their analytical skills through the following activities and assignments:
- Class discussion on readings, in which close attention is paid to both style and the use of evidence to support an argument
- Through in-class analysis of things like political cartoons and the deciphering, during numerous “off-campus visits,” of political messages embedded in the iconography of monuments’ façades, students are presented techniques to read visual evidence
- Writing assignments in essay-format, which are evaluated in terms of students’ ability to develop a thesis and support it with well-chosen evidence, as well as coherent organization and attention to style
- To heighten their visual sensitivity, a project that sends them to the Invalides in small groups is conceived as a photo-essay

The final exam tests students on their ability to compare a set of recent newspaper articles/editorials to explain the differences in American and French attitudes by providing the appropriate historical background.
Required texts:
Alistair Horne *The Seven Ages of Paris.*
Course Reader: All other readings listed are in the photocopied reader. The essays in the course reader are intended as springboards for both your written work and our class discussions. Make sure to set aside time to read and think about the issues they raise.

Class requirements:
Your grade will be based on the following elements:
- Editorials (2) 50% (rewrites encouraged)
- Invalides “scavenger hunt” 20%
- Class Participation 10%
- Final Exam 20%

The Editorials are 5-7 page essays, typed and double-spaced. They should absolutely NOT be a dry summary of “then we did this, then we saw that.” Nor should you try to cover everything. Pick an overarching theme -- zero in on a topic -- which will allow you to integrate multiple aspects of our readings and discussions with your own observations of Paris (incl. on our group visits) during the previous two weeks. You might start from those subjects suggested in italics in the syllabus, a cartoon caption, a line from one of the readings... see if you can use and make the connections between multiple sources: readings, visits, and your life. Be creative! Comparison between France and other countries is welcome. Your work will be evaluated in terms of cohesiveness, logic, and originality. There are many avenues you can choose...feel free to discuss your ideas with me before or after any class. You might consider showing me your outline before you start writing. Once you find a title, you are on the way to the essay.

Note: proofreading of your printed work is required! (10% of the grade for any essay). I will stay at the center after class on those days should you need time to look over your print-out. Catch all the typos and grammatical errors you can and correct by hand! Pristine printouts larded with sloppy mistakes automatically lose points i.e. the essay which repeatedly described “plagues” rather than “plaques.” Written work, no matter how incisive and original, that is filled with these kinds of mistakes is guaranteed not to receive an “A.” However, I would be glad to work with you on improving your writing style or overcoming difficulties with grammar. (A summary of frequent errors, easily fixed, may be found in the reader).

The Invalides “Scavenger Hunt” group project [2 or 3 people] sends you on your own to one of the most symbolic sites in Paris armed with a questionnaire [to be distributed in class]. One person should be the designated photographer/sketch artist and another armed with a French-English dictionary. This project requires that you open your eyes, then discuss and coordinate your findings with your partner/s, divide up the writing sections and proofread each other’s work.

Class Participation is required both in the classroom and on all of our group visits. As per the UC Paris Attendance Policy, excessive absences and tardies will result in a lowered final grade. Please refer to UC Paris Academic Handbook for the policy on absences and tardies. You must do the reading and be prepared to contribute to class discussion. Chattering or spacing out on a site visit is noticed and will affect your grade.

The Final Exam. Prepared, but not open book, with the understanding that this demands preparation and thought on your part. One week in advance, you will be given a dossier of articles to analyze in a comprehensive essay.
Paris Reflections: Reconstructing Sites of Memory through Literary and Cinematographic Representations

Prof. Mariam Habibi

COURSE DESCRIPTION
Paris inscribes in every street corner a page of France’s history. Its cobblestone streets record centuries of struggle and offer the world at large their narrative. Writers, chroniclers and later filmmakers have picked up these narratives and turned them into eternal works of art. The historian today, retracing this past, has turned them into sites of memory.

This course will use literary texts and films as well as historical texts to search for and reconstruct these sites of memory. From the French Revolution to the student revolt of May 1968, we shall follow Parisians and read and watch what has been said about them. We will study the ways in which cinematic representations and literary texts shape collective memory and offer their particular historical/political representation of France. We will take an interdisciplinary approach and compare and contrast works of fiction with works of non-fiction, the written word with the visual representation and finally through site visits, introduce yet another means of transmission, the words inscribed in stone. Classes will be broken up into specific themes each pertaining to a major event in the life of France. 4.0 UC quarter units. Suggested subject areas for this course: History / Film / Comparative Literature

Goals
The overriding goal of this course is to provide students with a classic overview of France’s history since the French Revolution. However, by using alternative voices of transmission, it further aims to offer students the tools to reflect critically on cinematic and literary representations of France’s history. Students will examine the role of cinematic representation and literary texts and analyze their contribution to our understanding and interpretation of historical events.

Themes/Topics:
- The French Revolution, Napoleon: the birth of a nation
- The Fin du Siècle: a World of contrasts
- World War One: the Trauma of a new world
- World War Two: a Divided France and a philosophical rebirth
- The Algerian War: that Forgotten episode
- Mai 68: the Beach Beneath the Street

Learning Outcomes
The course seeks to develop students’ written and oral analytical skills, and their collaborative skills through the following activities and assignments:
- Class discussion
- Group work on the presentations of films and literary works.
- Analytical papers
The final exam tests students on how well they have retained and engaged with the events that we covered. It also serves as an effective way to measure what they have gained from their experience of Paris.

**Required texts:**
- Emil Zola, The Belly of Paris
- Georges Perec, Things
- Course Reader [CR]

**Class Requirements:**
Your grade will be based on the following elements:
- Group oral presentation: 20%
- Discussion around the readings: 10%
- Class Participation: 10%
- Short Papers (2): 40%
- Final Exam: 20%

Class Participation is required both in the classroom and on all of our group visits. As per the UC Paris Attendance Policy, excessive absences will result in a lowered final grade. Please refer to the UC Paris Academic Handbook for the policy on absences and tardies. Class participation means engaging with the course material. In order to do so, you are expected to have seen the films and to have read all the readings prior to course meetings, and to actively participate during lectures, discussions, and site visits.