1. COURSE INFORMATION

Class Times: 5 hours per week
Class Location: ACCENT Florence Study Center, Syracuse Academy & UPF Campus Ciutadella
Language of Instruction: English
UC Quarter/Semester Credits: 7.5/5
UCEAP Course Subject Area(s): Anthropology, Political Science, Sociology
Course Duration (weeks): 15 weeks

2. FACULTY INFORMATION

Faculty: --
Faculty Contact Information (email and/or phone): --
Office: ACCENT Florence Study Center, Syracuse Academy & UPF Campus Ciutadella
Office Hours: 1 hour per week or by mutually agreed upon appointments

3. COURSE DESCRIPTION

This course is an anthropological and sociological study of nationalism and nation-states, explored through the lens of foodways in Florence and Barcelona with Sicily as a pivotal workshop. The course discusses the unmaking of the Mediterranean in political, economic and cultural terms in the 20th century through the unraveling of the forces of nationalism. Students consider how food and food practices have been central to nation building projects as well as the dissolution of national economies and identities. Students examine the encounters between the local/national and the global and the new relations, tensions, and conflicts they create. The course focuses on five main themes: 20th century nationalisms; the rise of authoritarianism and repressive politics; modernization and the national economies; neoliberalism and the unmaking of the national economies, migration.

The course focuses on four main themes:

- **20th-Century Nationalisms**: An introduction to the fundamental approaches in the study of nationalism, that will explore the ideology related with nation-state formation and the significance of boundary drawing processes through expulsions, massacres, genocides as well as cultural crusades.

- **The Rise of Authoritarianism and Repressive Politics**: As in many places in the world, in both locations a significant dimension of the history of 20th century has to do with the dominance of authoritarian politics: Mussolini’s fascist Italy and Francoist Spain. The recrudescence of “nationalist” feelings even in Sicily will be explored. In this section, we will study the repressive and authoritative forms that nationalisms and nation-states took in each state. We will explore the reasons and the dynamics behind this outcome and identify major sources of popular and political discontent in respective countries. We will also look for the similarities and differences between the two contexts to better understand this authoritative turn.

- **Modernization and the National Economies**: How was economic development organized around nation-states in the aftermath of the Second World War? Themes to discuss include the social repercussions of agricultural modernization and industrialization, the increasing impact of internal and international migration on daily life, with particular attention to thousands of immigrants perilously disembarking from Africa on the islands of the Sicilian Strait. Finally, the influence of American global power on the foodways of the Mediterranean countries will be considered.

- **Neoliberalism and the Unmaking of the National Economies**: How have the processes of neoliberalization reshaped the ethnic and national identities and contributed to the making of new tensions and conflicts? Issues to explore include contemporary forms of ethnic politics, migrations and the rise of neo-racisms, the renewal of religious tensions, and the creation of a new imaginary of the Mediterranean through food and diet.
4. COURSE MATERIALS

Required Materials
All mandatory readings and course activities compiled by the professors will be available online via the Florence, Syracuse and Madrid At Your Fingertips Student Portals at https://florence.accentintl.net, https://syracuse.accentintl.net, and https://madrid.accentintl.net.

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5. COURSE LEARNING OUTCOMES

By the end of the course, students should be able to:

- Demonstrate a basic knowledge of issues, concepts, and approaches helpful to understand different forms of nationalism and their relationship to social change.
Grasp the historical significance of nationalism as a modern phenomenon in shaping the political and cultural geography of the Mediterranean.

Connect contemporary social issues such as globalization, changing structures of social inequality, and identity politics to food-related issues and debates.

Analyze gastronomy and food practices as they create and are re-created by social solidarities and conflicts along national/ethnic lines.

Identify the historical and contemporary factors that shape the similarities as well as the differences in food cultures among different regions across the Mediterranean.

6. PREREQUISITES

There are no prerequisites for this course.

7. METHODS OF INSTRUCTION

Instruction will consist of: presentations on history, theoretical concepts, and methodology; study visits to pertinent sites; guest lectures and walking tour; and small-group and large-group discussions on course topics.

8. COURSE REQUIREMENTS

Lectures & Study Visits
This course will meet two times a week for 2.5-hour sessions in the classroom or for study visits. See weekly calendar to confirm dates for study visits.

Midterm & Final Exams
The midterm and final exams aim at evaluating the students’ understanding of the readings and class discussions as well as the students’ development of their own critical thinking. Midterm exams will be taken in Florence and Syracuse on Weeks 5 & 10, and will cover the material read and discussed in class during each module only; whereas the final exam will be taken in Barcelona on Week 15, and will be cumulative covering course contents discussed during the Barcelona module but also overall concepts learnt throughout each module. Exams will consist of multiple-choice and essay-type questions, which will require students to demonstrate their knowledge of specific terms, concepts, and readings, and to compose their ideas in one or more paragraphs addressing specific topics related to course contents.

Module Coursework

Florence coursework includes the following:

Analytical Response Paper (7.5%)
Students will write a 3-page response paper briefly summarizing the main ideas of readings/topics, critically analyzing them, and combining their critical response to reading materials and their personal on-site critical observations drawn from site visits, their daily life in the city and the country, and their own experience. The response paper will be typed, double-spaced in Times New Roman (12pt), and 2.5cm/1-inch margins on all sides. Students must attend class to submit work on the day it is due; submissions after deadline, except for excused absences, will not be graded for credit. The paper will be due on Week 3.

Photo Essay (7.5%)
Students will present a photo essay on Florence, Italy, and the Mediterranean; cultural encounters and transfers, perception of the other; food in art and/or literature; and/or Italian and Mediterranean diet and cuisine. The photo essay should include in class learning, site visits, and critical personal observations and experiences. The photo essay should contain a title and 3 photos in a pdf or PowerPoint format. The file name should include the student’s first and last name, the word essay, and essay title. The photo essay must be accompanied by a 3-page explanation of the visual essay (typed and double-spaced in Times New Roman 12pt). The photo essay will be submitted via email on Week 5.

The Syracuse module of the course will explore Sicily’s ambivalent relationship with the Italian Kingdom. After a thorough introduction starting from the 19th century, students will analyze the political developments throughout the 20th century, the Italian nation building in Sicily, the rise of fascism and the birth of the Italian Republic. Throughout the course students will be challenged to explore the concept and main themes in all its contradictions and fragmentations. Exploring Sicily from a sociological perspective, students will see the phenomenon of mafia, in connection with the concept of “amoral familism” theorized by Banfield in the 50s
as an organizational structure typical of Mediterranean economically backward societies. In striking contrast with other European regions (Scotland, Wales, Catalonia, the Basque Country etc.) that have been striving for their independence, Sicily does not stake a claim to outright independence from Italy. The course will provide the student with tools to understand how this came to be.

**Analytical Response Paper (7.5%)**

Students will write a 3-page response paper briefly summarizing the main ideas of readings/topics, critically analyzing them, and combining their critical response to reading materials and their personal on-site critical observations drawn from site visits, their daily life in the city and the country, and their own experience. The response paper will be typed, double-spaced in Times New Roman (12pt), and 2.5cm/1-inch margins on all sides. Students must attend class to submit work on the day it is due; submissions after deadline, except for excused absences, will not be graded for credit. The paper will be due on Week 8.

**Photo Essay (7.5%)**

Students will submit a photo essay on Sicily and cultural influences, which must incorporate material from the various site visits and lectures. The photo essay should contain a title and 3 photos in a pdf or PowerPoint format. The file name should include the student’s first and last name, the word essay, and essay title. The photo essay must be accompanied by a 2-page explanation of the visual essay (typed Times New Roman 12 and double-spaced). The photo essay will be submitted via email on Week 10.

Finally, Barcelona coursework includes the following:

**Analytical Response Papers (15%)**

Critical thought and analytical writing are fundamental components of the course and the final grade. Students will submit two 3-page analytical response papers responding to a specific question and relating this analysis to the assigned readings, fieldwork, and class discussions. These questions will be announced by the professor in class, and responses will be shared and discussed as a group accordingly.

Papers must be typed, double-spaced in Times New Roman (12pt), and 2.5cm/1-inch margins on all sides. Students must attend class to submit work on the day it is due; submissions after deadline, except for excused absences, will not be graded for credit. Papers will be due on Weeks 13 & 15.

**Class Participation & Attendance**

Attendance and active participation are required. Students are expected to do the readings assigned for each class meeting beforehand, and to actively participate in class discussions.

Coursework for all courses will be graded using the same grading rubric which is available via the Florence, Syracuse, and Madrid At Your Fingertips Student Portals at [https://florence.accentintl.net](https://florence.accentintl.net), [https://syracuse.accentintl.net](https://syracuse.accentintl.net), and [https://madrid.accentintl.net](https://madrid.accentintl.net).

9. **ASSESSMENT AND GRAADING CRITERIA**

The course will be graded on a 100-point scale, and the final grade will be determined as follows:

- Midterm Exam in Florence 10%
- Midterm Exam in Syracuse 10%
- Final Exam in Barcelona 20%
- Module Coursework 45%
  - Florence 15%
  - Syracuse 15%
  - Barcelona 15%
- Class Participation & Attendance 15%
  - Florence 5%
  - Syracuse 5%
  - Barcelona 5%
10. ATTENDANCE POLICY

UCEAP considers attendance and punctuality at all classes mandatory. This attendance policy has been approved by the UC Faculty Senate Committee responsible for the oversight of UCEAP. The attendance policy stipulates that:

- The class register is the official record of student attendance. It is the student’s responsibility to sign the attendance register personally at the beginning of class with her/his full name (no initials). Students are forbidden from signing in for anyone else or altering the register in any way.
- If a student misses any portion of a class, she or he may be marked as absent or late, upon the faculty member’s discretion. Three tardies automatically convert to an absence.
- Students are allowed a total of two absences during the program. Each absence beyond the limit will result in a deduction of 3% points from the student’s raw total.
- An absence occurring on a day a quiz or exam is scheduled or an assignment is due will result in a zero for that quiz/exam or assignment. Make-ups are permitted on a case-by-case basis for medical reasons and/or unavoidable emergencies. Pertinent documentation must be provided.
- No guests are allowed in any UCEAP courses or site visits.

11. CLASS ETIQUETTE

Students studying abroad are ambassadors for the University of California and as such, should act with decorum and respect for others at all times. As a participant on the UCEAP Mediterranean Politics, Food & Culture Program in Florence, Sicily, and Barcelona, you are subject to student conduct policies of UCEAP and ACCENT.

Students should seek to play their part in making the class a success. Students should arrive punctually for classes, taking special care to allow for journey times between the various venues. They should come to class with the necessary materials for taking notes, and bringing with them any books or suchlike required for the class. Students will be responsible for obtaining their own copies of any missed assignments and materials.

In addition to the one-on-one office hour, students may communicate with professors via e-mail. E-mail interaction should be serious and professional, so students should always address professors appropriately, be clear and concise, and allow up to 24 hours for a response (excluding weekends and holidays).

Food and drink may NOT be brought into the classroom or consumed during class. Cell phones and other electronic devices should be switched off upon entering the classroom.

For more information, please consult the UCEAP Student Conduct and Discipline Policy at http://eap.ucop.edu/Documents/Policies/student_conduct_discipline.pdf.

12. ACADEMIC INTEGRITY

Students should remember that they are still subject to the academic integrity provisions of the University of California. This means that all academic work—research papers, exams, and/or other assignments—will be done by the student to whom it is assigned, without unauthorized aid of any kind. Likewise, any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

For more information, please consult UCEAP Academic Conduct Policy at http://eap.ucop.edu/Documents/Policies/academic_conduct.pdf.
13. STUDENT ACCOMMODATIONS

UCEAP and ACCENT are committed to facilitating welcoming and reasonably accessible programs. Any student who because of a disability may require special arrangements in order to meet course requirement should present appropriate verification from the campus Disability Student Office to UCEAP advisors during the application process, and should contact ACCENT Florence and Madrid Directors upon arrival to confirm the approved accommodations. No requirement exists that accommodations be made prior to completion of this approved university procedure. Disability status is confidential and should always be discussed in private.

For more information, please consult UCEAP Official website at http://eap.ucop.edu/Diversity/Pages/students-with-disabilities.aspx.

14. COURSE SCHEDULE

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Sample syllabus. Final syllabi will be available on-site.
| Day 1 | **Italy as Mediterranean, Postcolonial, and Diasporic.** How Does Paying Attention to Food Break Down Borders and Remap Regions in a Nation that Makes More Sense from Without than Within?  
Chambers, “Naples: A Porous Modernity”  
Lombardi-Diop & Romeo, “Introduction” to Postcolonial Italy: Challenging National Homogeneity  
Parasecoli, “A Nation of Towns and Regions: Italian Campanilismo” |
| Day 2 | **City States, Regionality, and Campanilismo in Italy.** How Do Identity, Experience, and Politics Differ from North to South and What Common Ties Appear in Articulating What It Means to Be ‘Italian’? Fascism Then - What Was It Like? And Fascism Now - What Does It Mean? The “Cucina Futurista”  
Castellanos, “The Symbolic Construction of Community in Italy: Provincialism and Nationalism”  
Ferris, “Fare di ogni famiglia italiana un fortiliizo: The League of Nations’ Economic Sanctions and Everyday Life in Venice”  
Dickie, “Part V: Fascists in the Kitchen”  
Helstosky, “Fascist Food Politics: Mussolini’s Policy of Alimentary Sovereignty” |
| **WEEK 3** | **Modernization and National Economies:** After WWII, reconstruction and the ‘economic miracle’ transformed Italy’s infrastructure, economy, and national consciousness, which we can trace in both standards of living and social relations—at the table and beyond. We will examine the reconstruction period and the influence of American imports and wartime surrogates on Italian foodways, as well as the way that shifting production systems and global markets transformed Italian cities and countrysides. Bread is a particularly useful example: How does the evolution of bread connect large-scale processes of modernization to the textures and flavors of daily life in this period? Why is bread still an indicator of economic health, regional identity, and political orientation today?  
**Day 1**  
WWII and Its Aftermath - Industrialization, Urbanization, & Americanization: What Does Bread as a Case Study Reveal about Changing Food Habits in the Second Half of the Century?  
Parasecoli, “From War to Miracle”  
Scrivano, “Signs of Americanization in Italian Domestic Life: Italy’s Postwar Conversion to Consumerism”  
Counihan, “Bread as World: Food Habits and Social Relations in Modernizing Sardinia”  
Fisher, “The Bread Is Famous Good, but It Killed McDonald’s”  
**Analytical Response Paper Due**  
**Day 2**  
The Invention of Chianti and the Changing Forms of Wine Production and Consumption over the Past 100 Years  
Counihan, Selections from Around the Tuscan Table: Food, Family, and Gender in Twentieth-Century Florence (selections)  
**Study Visit to a local restaurant for Chianti Wine Tasting**  
Sample syllabus. Final syllabi will be available on-site.
| **WEEK 4** | **Neo liberalism: “Made in Italy” and Unmaking Italy:** Global capitalism and the slackening of the welfare state in Italy predated the formal implementation of the EU in 1993, but the adoption of the Euro in 2002 marks a sea change in the unmaking of Italy as an economic entity. Over the last two decades, the increasing importance of imported labor and external markets has changed what it means to farm, craft, and eat in Italy, and the increasing ‘precariousness’ of work in Italy for Italians remains a key political issue. Why have geographical indications and nostalgia products become so important in Italian foodways? Who is producing and consuming these foods in Italy today, and what practices of racism or erasure occur between reality and representation? The Ancient Grain Renaissance. New regional agricultural models and their influences on modern Italian economy. Presentation of traditional production ways and introduction to modern trends and their implications for local farmers livelihood.

| **Day 1** | **Oil/Wine/Bread Making Process and The Challenges—Global Markets, Threatened Trees, and Certification Regimes—Facing Producers Today**
Meneley, “Like an Extra Virgin”
Grasseni, “Re-Inventing Food: Alpine Cheese in the Age of Global Heritage”
Petrini, “Slow Food Nation”

| **Study Visit to a frantoio, an olive oil press, winery, wine museum, and mill in Montespertoli”**

| **Day 2** | **Immigration, Innovation, and the New Italians - Who Is Producing Italy and What Is the Future of ‘Italian Food?’**
Gertel & Sippel, *Seasonal Workers in Mediterranean Agriculture: The Social Costs of Eating Fresh* (selections)
Nowak, “Italian Stuffed vs. Maghreb Wrapped: Perugia’s Torta al Testo Against the Kebab”

| **WEEK 5** | **Neo liberalism and the Unmaking of the National Economies:** How can we understand the birth of the Slow Food movement and the increasing popularity of McDonalds and supermarkets as two sides of the same moment in Italy’s history? The different wine movements also show the two opposite directions of the food industry, over-technological and completely natural.

| **Day 1** | **Slow Food-McDonalds & GAS-Eataly: Consumer Citizens in Italy**
Black, *Porta Palazzo: The Anthropology of an Italian Market* (selections)
Helstosky, “Epilogue: Food in Italy Today” from *Garlic and Oil: Politics and Food in Italy*
Leitch, “Slow Food and the Politics of Pork Fat”

| **Photo Essay Due**
**Study Tour at Eataly. Brief introduction about the world of Eataly and on the Slow Food movement + guided tasting and discussion about a product (cured meats or cheeses paired with a glass of wine)”**

| **Day 2** | **MIDTERM EXAM**
### WEEK 6

**Sicily, an Italian story: the tumultuous build-up to the 20th Century**

Sicily is a cradle of Mediterranean culture, where different civilizations have met and clashed over the last three millennia. The result is a unique variegated culture and a marvellous compendium of Mediterranean history. This class will introduce Sicily’s troubled recent history, by covering the main events that shaped the island in the 19th Century: this century is crucial for understanding the different themes of this course (nationalism, authoritarianism & repressive politics, modernization and contemporary neoliberalism), which developed in the 20th Century. With feudalism recently abolished, we will look at the difficult relationship that Sicily had with the Bourbon royal family and the ruling capital of Sicily’s sovereign kingdom, Naples. Aided by England, Sicily signed its own constitution in 1812, which was torn up just four years later by King Ferdinand with the birth of the “Kingdom of the Two Sicilies”. Various rebellions led to spells of instability, most notoriously in 1848, with a short parliamentary experience. A pivotal moment in Sicilian modern identity was the arrival of Garibaldi and his thousand men in 1860, an event that led to the dawn of the Italian Kingdom.

Dickie, “Chapter 1” from *Cosa Nostra: A History of the Sicilian Mafia*

Gilmour, “Chapters 6, 7 & 10” from *The Pursuit of Italy: A History of Land, Its Regions, and Their Peoples*

Helstosky, “Unification through Monotony”

Parasecoli, “Fragmentation and Unification”

Tomasi Di Lampedusa, “Part I” of *The Leopard*

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**Study Visit to Buscemi Paese Museo**

Buscemi, a small town high in the hills to the west of Siracusa, has taken a unique approach to a problem that has afflicted all Sicilian countryside towns over the last 70 years. As the lure of big city life (and jobs) has drained the rural population, much of the housing stock has been left to crumble, shops and restaurants have closed, and many of the smaller towns have become sad and silent remnants of what they once were. In Buscemi, they have taken many of the abandoned old houses into public ownership and have transformed them into individual interactive museums of life in 19th century Sicily, each highlighting a different trade or social level within the town. In this way the town itself has become a living museum, in which the intricacies and problems of daily life in 19th century Sicily can be clearly appreciated, from over-crowding to (land) hunger and a lack of possibilities for social advancement or change. Walking through the town will give you a strong grasp of the social and economic issues that led to the rise of the mafia, fascism, and the enormous immigration from Italy that occurred in the late 19th and early 20th centuries.

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**WEEK 7**

**From Fascism to Post-War Modernization.**

World War I hit Sicily hard: an estimated 50,000 Sicilian men perished in the Italian army, during a war that had a devastating effect on the young Italian nation. The dust was still settling when fascists marched on Rome in 1922. There were only a mere 25 Sicilians present at the march. Two years later, Mussolini decided to visit Sicily to assess its condition. The resulting decisions had heavy consequences for the Sicilian political structure, due to the tight grip of prefect Cesare Mori. Fascism attempted to deliver a strong blow to the Mafia, but did not succeed in eradicating the real roots of the phenomenon. Sicilians had an ambivalent approach to fascism: if adherents to the fascist party grew strongly in number, the ruling class showed traits that we would define today as being iconic of the Sicilian character, those with an apparently submissive acceptance had a utilitarian goal in mind.

Enthusiasm for the fascist cause did not take hold in Sicily as in other parts of Italy, because Sicily did not reap the same economic benefits. In the 1930s a citrus fruit crisis hit the agrarian market in Sicily, which before then had been a main source of Sicilian food exports. The fascist regime crumbled in Sicily during WWII, with the allied landing which took place in 1943. The events that took place during the final stages of the war and in its immediate aftermath defined the legal status that Sicily still holds today. Between 1943, the year of the allied landing, and 1947, the birth of the Italian Republic, Sicily experienced a brief, erratic and eventually violent wave of separatism. During the AMGOT period (Allied Military Government of Occupied Territories), Sicilian separatists, such as Finocchiaro Aprile in Palermo, attempted to direct popular discontent toward their goal of independence and convince US lieutenants to rally towards their quest for independence. These attempts failed due to post war international resettlement, but at a time when Sicilians voted against the Republic and in favor of a return to monarchic rule, Sicily was granted strong administrative independence (the Statuto Speciale) with its own parliament, which still sits in Palermo today. Dramatic events shook Sicily. The Portella della Ginestra massacre carried out on Labor day in 1947 by Giuliano and his criminal gang is a tragic example of the terror that Sicilians experienced during post war resettlement. The new republican state introduced a historical land reform in 1950, which ended the latifondium in Sicily, through which no landowner could possess more than 300 hectares: a massive redistribution of land followed, ending the aristocratic ownership of the majority of Sicily’s land and radically changing the agricultural production of food.

Gilmour, “Fascist Italy”

Helstosky, “The Cooking of Consent”

Seton-Watson, *Italy from Liberalism to Fascism, 1870-1925* (selections)
## WEEK 7

**Main Products in the Traditional Sicilian Diet.**

The consortium of research on dairy products (Corfilac) is an applied research center located at Ragusa, based in a fully renovated Sicilian country manor overlooking the Hyblaean hills. The center has state-of-the-art laboratories for the analysis and labelling of dairy products from regions throughout Sicily, and a fully equipped tasting and cooking demonstration center for the appreciation of the traditional products of Sicily. The visit will consist of an illustrated introduction to the history of cheese-making and the development of the Sicilian DOP cheeses, a hands-on introduction to cheese making (in which students are encouraged to participate), and a tasting session led by an expert from MICAS (Mediterranean Institute of Culinary Art of Sicily) who will explain the characteristics of selected Sicilian cheeses, and how they should be tasted and paired with other foods.

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<th>Study Visit to Corfilac Research Center and Cooking Class led by Local Chefs at the Mediterranean Institute of Culinary Art of Sicily (MICAS)</th>
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## WEEK 8

**The Mafia and its Agro-Alimentary Realm**

Mafia is a word that sadly comes to mind whenever Sicily is discussed. Official documents and theatrical plays describing the phenomenon made their first appearance in the 19th Century and, as we will see, the Mafia developed into an organization running parallel to the state that heavily influenced Sicilian politics, society, economics and agriculture. This class will provide a historical introduction, ranging from the 19th Century to the present day, of the complex socio-anthropological background of Cosa Nostra, both as an organization and as a sociological phenomenon. Students will be introduced to the subtle but lethal ways through which Cosa Nostra infiltrated the agricultural system of the island, and compromised the reputation of its world famous products. As elsewhere in southern Italy, notably in Campania, over the past two decades the Sicilian Mafia has significantly increased its investments in agro-business, by enlarging farmland properties and placing more and more productive land in the hands of those conducting illicit activities, including the production of counterfeit products (olive oil and mozzarella cheese in particular), and distribution and sales networks.

Attlee, "Oranges Soaked in Sunsets: Blood Oranges in the Sunset of Mount Etna"
Banfield, *The Moral Basis of a Backward Society* (selections)
Falcone, & Padovani, *Men of Honour: The Truth about the Mafia* (selections)
Jamieson, *The Antimafia: Italy’s Fight against Organized Crime* (selections)
Santino, *Mafia and Antimafia* (selections)

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### WEEK 8

**The Birth of Libera Terra.**
The Cooperativa Sociale Beppe Montana, of Libera Terra, is an anti-mafia association that manages agricultural land confiscated by the Italian state from organized crime. The farm specializes in organic products and in particular the famous Blood Oranges of Mount Etna. The aim of this fieldtrip is to learn first-hand how social justice can be effectively implemented while preserving the best products of the Sicilian land. A strong focus of the visit will be to enhance understanding of how society can be rebuilt from the ground upwards, through active citizenship and solidarity. The fieldtrip will have two distinct elements: (1) a class led by the manager of the Cooperativa, recounting the social and historic background of the mafia phenomenon from a personal experience perspective, and (2) a discussion of the products of the fertile land surrounding Mount Etna and how the farm is making a name for itself in the organic market by exploring the whole farming area.

### WEEK 9

**Migration and Agriculture: The Development of Caporalato**
The intense agricultural revolution that occurred after the Second World War went hand-in-hand with a widespread population movement that took millions of people from the countryside to the city. This reduction in the agricultural labor force, coupled with an ever-increasing demand for high-quality Italian produce at low prices, led to the creation of a black-market labor force, recruited from migrant populations through the infamous system of the "caporalato": the illegal recruitment of agricultural workers for very low wages from among the masses of newly-arrived destitute immigrants. Sicily is certainly not new to the phenomenon of migration. Due to its favorable location in the Mediterranean Sea, this island has always been a crossroads; civilizations have come and gone here for millennia. Today it is at the center of this increasingly contested phenomenon of near-slave-labor. The "crisis" caused by the irregular arrival of forced migrants in Europe has stimulated debates about regulation and enforcement, multiculturalism and integration, nationalism and citizenship.

### WEEK 9

**Neo-liberalism and the development of a new Sicilian identity: The rise of authentic Sicilian products in a world of choice**
How do Sicilian products survive and thrive in a time of global consumption? In this class we will analyze how Sicilian food producers had to adapt once again to a bigger and perhaps more complex European common market, in which the four freedoms redefined the borders of trade. An interesting and dramatic time, in which a liberalization in tariffs and quotas on imported goods called for the consumption of local products at "Kilometre Zero". We will learn how Sicilian food and wine products became world famous in the decades of export and trade: iconic examples include Nero d’Avola red wine, the Pomodorino di Pachino cherry tomato and Modica chocolate, to name but a few. However, the recent rejection by many of the TTIP trade deal between Europe and the USA shows an increasing refusal by the general population to adapt to the new market rules, judged by its...
critics to be dangerous for Italian food products, who would prefer to cherish its diversity. Increasingly, home-based politics and defense of state borders have taken hold of the Sicilian spirit. Lombardi-Diop & Romeo, “The New European Migratory Regime and the Shifting Patterns of Contemporary Racism” Parascecoli, “The Globalisation of Italian Food”

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<td>Of all of the many iconic products of the recent Sicilian agricultural revolution, the most high-value is undoubtedly wine. Just 30 years ago, Sicilian wine was renowned solely for its high alcohol content and robust flavor, and it was shipped in enormous quantities to France to bulk out and enrich French vintages. This sector has been transformed by a new generation of land-owners who combined a deep knowledge of their terroir, a close connection to their land, a burgeoning sense of pride in their Sicilian identity and the potential of their soil, together with continuous and high-level investment in both time and resources. Sicilian wines are now renowned throughout the world for their complexity and unique character, and clever marketing strategies have been developed to maintain this hard-won reputation and develop a high-level tourist infrastructure to accompany it. This infrastructure consists of boutique hotels, agriturismos, highly-regarded restaurants, and associated DOP and IGP products as well as winery tours and tastings. Not wishing to stand still in the world of wine itself, the latest generation has invested time and effort in researching new production techniques while simultaneously turning to ancient times to see how modern wines can be improved by the approaches to viticulture that were championed by the Ancient Greeks and Romans. Our visit to one of the most established of these wineries will highlight each of these aspects, and show how the decisions of the specific individuals who founded this winery assisted in the development of the entire sector, and irrevocably altered the position of Sicily within European agriculture.</td>
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| WEEK 10 | MIDTERM EXAM |

| MODULE III: BARCELONA |
| Date | Contents & Readings | Coursework & Study Visits |
| WEEK 11 | 20th-Century Nationalisms: Introduction |
| After introducing the basic concepts that form the notion of nationalism, attention will be drawn to the specific ways in which nation-building processes took shape in different countries. Key questions will include: What historical factors contributed to these trajectories? In what ways nationalist projects come through? How is all this reflected in food and food practices? | Photo Essay Due Study Visit to the Cos Winery (Vittoria) |
### Day 1
**Discussion on Main Conceptual Approaches to Nationalism**: What Is Nationalism? How to Imagine a Nation? Becoming Aware: From Romanticism and the Volkgeist to the Second Republic. The construction of the Nation-State in Spain. In the late nineteenth and early twentieth centuries the Spanish nation came into focus through the assimilation of the diverse peoples of the Iberian Peninsula under a single Spanish national identity. The loss of the Spanish overseas empire. Shock and depression. The construction of the nation state as a way to regain pride. Internal struggles to control power and the beginning of the social fracture. Between conservatism and liberalism.

Anderson, “Introduction” & “Census, Map, Museum”
Llobera, “The Building-Blocks of Nationhood. A Theoretical Approach to Catalonia”
Mura & Quiroga, “Spanish Nationalism: Ethnic or Civic?”

### Day 2
**Nationalism and Cuisine**: The construction of Spanish cuisine reflects the slow awakening of a national consciousness, one built out of a collective imaginary that drew heavily upon the memory of popular classes. How can we map the evolution of the Spanish nation through the practices, places, and people that shaped the origins of Spanish food and culture? Importance of the Legacy of Spanish Literature in the Construction of National Cuisine

Appadurai, “How to Make a National Cuisine: Cookbooks in Contemporary India”
Anderson, “The Foodscape of Late-Nineteenth- and Early-Twentieth-Century Spain: Multiple Cuisines & French Hegemony”
Ingram, “Mapping and Mocking: Spanish Cuisine and Ramón Gómez de la Serna’s ‘El primer mapa gastronómico de España’”

### WEEK 12
**The Rise of Authoritarianism and Repressive Politics**: “Spain, One, Great, and Free:” The Civil War and post-war and the “years of hunger.” The Spanish post-war marked the end of the Republic era and ushered in a conservative regime. In the years to follow, the nation restricted the rights of citizens, persecuted the losers of the war, and repressed their ideologies. The new regime undertook projects to educate men and women to be ‘true Spaniards,’ including domestic and economic practices and policies.

### Day 1
**Autarky and Political Isolation. Hunger and Scarcity as a Form of Repression. A Scenario to Eliminate Cultural Diversity and Impose a Single Identity**
Richards, “The Practice of Self-Sufficiency”
Brenan, “The Parliamentary Regime and the Catalan Question”

### Day 2
**How Did Trade Policies, Home Practices, and Daily Rituals Shape the Spanish Experience of Fascism? What Ideas and Influences from this Period Can We See in Contemporary Spanish Cuisine?**
Arco Blanco, “Hunger and the Consolidation of the Francoist Regime (1939-1951)”
Meertens, “South from Madrid: Regional Elites and Resistance”

**Study Visit to Winery in Alella**
## WEEK 13

**Modernization and National Economies.** Spain emerged from WWII still immersed in the aftermath of its own Civil War. During the Cold War, the nation developed a particular relationship with the US and opened both its borders and economy after strict controls during the war. This period is characterized by the modernization of agriculture, growing industrialization, and consequent migrations from the countryside to cities. At this time, the regional cuisines are impacted by the culinary traditions of immigrants. Modern Spanish cuisine is born.

**Day 1**

“Spain Is Different:” Desarrollismo (Developmentalism), Industrialization, Migration & Tourism, and Internationalization of the Economy. The Beginning of the End of the Francoist Regime

- Parrish, “From Development to Dependency: Regional Elite Formation and Transformation in La Rioja, Spain, 1860-1975”
- Goody, “Industrial Food: Towards the Development of a World Cuisine” and “The Impact of the World System”

**Day 2**

These Years Are Also the Beginnings of International Tourism to Spain, Making Some Iconic Spanish Dishes Famous around the World. How Did Spain’s Encounters and Relations with the Rest of the World Shape Spanish Identity and Spanish Cuisine?


## WEEK 14

**Neoliberalism and the Unmaking of the National Economies.** Globalization has reinforced and fueled social differences and tensions in Spain, and local identities have emerged as a form of resistance to processes of homogenization and amalgamation. The resurgence of regional cuisines has both strengthened local identities and challenged the unity of the nation-state. Meanwhile, ritual meals and practices of commensality promote social cohesion and connect local communities to global culture.

**Day 1**

Restoration of Democracy and Globalization. The Resurgence of Regional Nationalisms in Spain. What Does “Coffee for All” Mean in Autonomous Spain?

- MacClancy, “Feeding Nationalism”

**Day 2**

“He Who Loses His Roots, Loses His Identity”: The Paradoxes of Food Globalization. From Local to Global Identity. How Does Food Serve as a Site to Embrace or Struggle Against Globalization? When Is Food a Tool of Resistance or a Medium of Participation?

- Contreras, “The Mediterranean Diet: From Necessity as a Virtue to Virtue as a Necessity”
- Garcia Fuentes et al, “Reinventing Edible Identities: Catalan Cuisine and Barcelona’s Market Halls”

## WEEK 15

**Neoliberalism Continued.** Today the market has no borders, as the international movement of goods and people offers consumers unprecedented variety and new kinds of choices. Immigration increases access to cheap goods, but also disrupts social categories and identities. Local producers struggle to compete with the multitude of products arriving from all over the world, and the culture of consumption promotes a hedonistic society. In this context, how do pleasure and consumption become increasingly important in individual
identities and social relationships? How does access to all kinds of foods and culinary
tourism change what it means to eat ‘Spanish’?

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<th>Day 1</th>
<th>Reflections on Consumption Practices and Culinary Tourism</th>
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<td>Díez Medrano, “Nation, Citizenship and Immigration in Contemporary Spain”</td>
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<td>Fischler, “The Mcdonalization of Culture”</td>
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<td>Davidson, “Terroir and Catalonia”</td>
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<td>Picard &amp; Robinson, “Introduction” to Festivals, Tourism and Change: Remaking Worlds</td>
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| Day 2 | Analytical Response Paper #2 Due |

| Day 2 | FINAL EXAM |

Sample syllabus. Final syllabi will be available on-site.