

# HH2031 History of Food in China

[2019-20 Semester 1]



Song Huizong 宋徽宗, *An Elegant Party* 文會圖

Instructor

## Information

### Instructor

Asst. Prof. Michael Stanley-Baker

### Email

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### Office Location & Hours

05-12 SoH, by appointment

## General Information

### Course Aims

Food constitutes a vital aspect of Chinese culture that figures saliently both in China and beyond. It forms a significant aspect of heritage identification for many ethnic communities in Singapore.

This course uses the lens of food to explore Chinese history and various historical methodologies. Students will assess the complex ways that food connects not only to daily life, through cooking and eating, as spice and as medicine, from the expression and formation of the self to the mediation of social relationship, but to larger histories of trade, ecology, medicine, religion, agriculture, travel and ethnic identity.

You will analyse the deep history of food in China from antiquity to the present, exploring the rich culture of food within China, its longer-durée migration through East and SE Asia, and its rapid spread to the rest of the world in recent past. As you study food through the lenses of: agriculture, medicine, flavoring and sensory history, the history of practice such as techniques of cooking (which we may try ourselves), religion, cosmography, regional features, food trade, and Chinese food in the world, you will come to understand food not as an object on the tongue, but as a doorway to analyzing the world around you, past and present. Capitalizing on the sensory qualities of food, you will produce multi-media assignments describing how the past survives in, or has been transformed by, the present.

The course seeks to use the study of dishes and drinks in China as a gateway to not just understand the variety historiographical approaches to Chinese society but also illuminate how our dietary habits and ways of living here and now are themselves forms of received historical practice.

### **Content and Structure**

In this course, you will study Chinese history from the perspective of food and food practices. You will learn and apply critical perspectives from which to analyse the social, and ethnic importance and function of Chinese foodways.

The course will progress chronologically from pre-Imperial China to modern times, highlighting different periods of transition. Each class is coupled with different theoretical and critical approaches, which will help you reflect not only on changes in Chinese foodways over time, but also different historiographic approaches suitable to different primary sources and topics. Classes will cover pre-imperial, imperial, early modern and modern periods, and themes such as agriculture, ecology, religion, medicine, recipe cultures, regional history, technology, migration and globalisation. Attention will also be given to regional cuisines including SE Asia. You will present food as foci of historical reflection, and will make multi-media presentations.

### **Learning Outcomes and Objectives**

Through this course, you (as a student) will:

1. Investigate and describe the history of food in China, and compare various historical methods to study food in China, e.g. material culture, agricultural history, history of science, gender, economics, class studies, ethnicity, biochemistry – and how they draw on different data to approach a similar subject.
2. Develop critical analytical skills such as assessing relevant sources (both primary and secondary) and extrapolating from historical knowledge to interpret contemporary experience.
3. Develop your writing skills to present scholarly research with convincing arguments that draw on varied and relevant and high-quality data, with proper citations.
4. Create innovative research presentations (multimedia) in the manner of online or television food blogs.
5. Coordinate with others to create a combined presentation based on your individual work.

## **Assessment**

### **Class Participation**

**15%**

This covers your contribution to class discussions both in the classroom and online, and how you follow discussion and raise related themes. Do you volunteer new ideas, suggestions, or ask penetrating questions of your peers or the instructor? Do you push the conversation in useful new directions?

In addition to in-class discussion, you will also be expected to participate online on the Facebook page (see below):

1) Response to weekly readings

By 11 pm the night before class starts, post 1 question or comment about the readings (primary or secondary sources) on the Facebook entry for that week (see below). Posts after 11pm will not be counted.

Questions or comments must engage directly with the material, or with sub-threads about it. They cannot repeat other questions (even if the wording is changed). Good questions or comments which critique or push the theoretical boundaries of the material will get better marks. Questions of fact which can be answered by simply googling your question will be discounted. Extra credit will be given if you refer to another scholarly source outside the syllabus, if it is relevant. Such links must describe how the source speaks to the topic at hand.

2) Respond to Youtube videos and blogs posted by your peers. Commenting is not required for every piece, but the more you engage with others' work, and the higher the quality of responses, the better your grade.

### **Multi-media presentation**

**10%**

Prepare a short video clip (2 minutes) that analyses an image from the readings or lectures in the Thematic portion of the syllabus. Due by the beginning of class after reading week, i.e. on October 8 10:30 am. Upload a link to the NTULearn website.

### **In-class Writing Exercises**

**15%**

You will be given open-book writing exercises in class, which will allow you to practice argument construction, basic research, writing style and bibliographic citation. One of these will be a blog about your Food with Footnotes presentation.

### **Research Proposal**

**5%**

Submit a summary proposal of your final project (max 2 double-spaced pages, 300-500 words) including the research question, background, and tentative argument. Cite your sources to show how they will support your argument. *In addition* to the summary, append a bibliography with **10 or more items from outside the syllabus**, divided into primary and secondary sources. You may include items from the syllabus but they are outside the count of 10 items.

Once during the semester, each student will bring one food item to class, with enough to share for all. Three to four students will present each week. Students should coordinate a menu with each other for that day. The food must be relevant to the day's reading, and during the presentation you must make an argument for why that is so.

While sharing the food, you will give a brief presentation of its history and why you found it an interesting historical case. As part of your description you should describe the differences between what the class is eating and what your historical evidence describes of the food's history. Is it the same species of grain? How have preparations changed? How has access to the food or to the ingredients changed? What regional characteristics does it show?

In your presentation, you should refer to your bibliography, indicating why the sources you've chosen speak to the topic. The audience should come away with a sense of the history of the food itself, and also of the variety of sources you've drawn on to discuss it.

5-10 minutes presentation per person max, the entire presentation should not exceed 20 minutes. No repetition of dishes should happen over the semester, so please sign up to the google sheet by the end of class in week 2 (First come first served!). Nonya or Peranakan food must demonstrate a clear historical linkage to earlier Chinese versions from the mainland, and focus must be on the Chinese development.

Before class begins on the day of your presentation, you must post the following online:

**1) Linked Bibliography**

- a) A set of primary and secondary sources about your topic, with a minimum of 6 items. A linked bibliography contains a hyperlink to the text as well as the standard bibliographic description. Use the course stylesheet for the bibliography. You are welcome to include a short abstract, no more than 2-3 sentences describing your topic, but this will not count towards your grade.
- b) At the top of the bibliography, you should include a photo of your food item. Make sure it is either open access or properly cited.

**2) NTULearn Repository**

- a) Upload your primary sources to NTULearn.

**Your individual score may vary based on feedback about your contributions to the group project.**

**Final Project**

**30%:**

The research project combines course readings/lectures and your own research to explore a specific topic on the history of food in China. The major project should be a polished piece that demonstrates your skills in research and critical analysis. It should include interpretation of several primary sources, whether in translation or original. An excellent project will also position the argument in relation to different approaches to the study of Chinese food history. Please use the referencing style posted in Blackboard. 3-10% will be deducted for incorrect referencing style.

It may take either of the following forms:

- (1) A written paper of 10 double-spaced pages (3000 words)
- (2) A video of 6 minutes maximum.

The video should roll the bibliography as credits at end of film, and it should also be listed in the description of the video. If you submit a video, you must also submit a transcript with citations.

## General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

## Absenteeism

Your presence in class is not tracked, it is your responsibility to keep up with course work. However, there will be in-class spot quizzes on the readings, as well as in-class group work which will also contribute to your participation grade.

## Emails and Office Hours

If you have a question that cannot be addressed by first reading this syllabus, you may write me an email. I will respond within two working days (M-F). For questions requiring a lengthier reply, don't be surprised if I ask you come speak with me in person.

## Attendance

You will not be graded for attendance. However, your participation forms an important part of the grade. Participation means “showing up.” Showing up means doing so on time, having read the readings and responded to them on the Facebook page, and being prepared to engage in class discussion.

## Technology

One unique feature of this course is the multimedia assignments. Compared to the conventional paper-writing exercise, these alternative assignments offer you the opportunity to explore the creative use of podcasts and short videos for effective intellectual communication. If this is the first time for you to make a podcast or video, don't worry. *This is your chance to learn.* I will provide you with sufficient guidance and technical support over the course so you can master the skills and create works that edify yourself and impress your friends. I hope this will be a valuable and fun learning experience.

Technical notes: For podcasts, you can simply use the voice-recording device on your computer to do the job. You can also use more advanced software such as Audacity (for both PC and Mac) and GarageBand (for Mac). For short videos, you can use PowerPoint (for PC) or Keynote (for Mac). For editing images and videos, you can use Camtasia and Photoshop (for both PC and Mac). All of above software have tutorials on YouTube or [www.lynda.com](http://www.lynda.com)

## Blog

An online blog will be available to which you should post your food bibliography. This is a public site. If you make a video for your final project it will also go there. When you post your blog or a video, also post a link to the blog on the Facebook page.

**Google Sheet:** <https://bit.ly/2KsEYbH>

Sign up for Food with Footnotes here. Other registration activities, if needed, will be done through this link.



## **Facebook**

We will use the Facebook page, [Hf2031 History of Food in China](#) for responses to readings and to posts by your peers. You will need a Facebook (FB) account, so if you do not have a FB account, then create one. You do not have to “friend” the instructor or any other classmates.

Reading Response: The night before class, by 11 pm, you should post 1 to 3 comments on the Readings post for the next day’s class. These can be in response to other student’s comments in a subthread. Good Netizenship rules apply.

Food with Footnotes: If you are presenting “Food with Footnotes,” post a link to your blog in the comments for the day’s class.

## **Good Netizenship**

Good analytical discussion, whether online or in the seminar room, promotes deeper understanding of the topic. You do not have to agree with your peers, and disagreement can be very productive. Good Interaction is not about generating consensus, but about analytical skill. However, disagreement should be undertaken in a collegial way which furthers better discussion. Ad-hominem comments will not be tolerated, and will result in penalty.

## **Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU’s shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

*Some of the readings below may change at the discretion of the instructor. Any updates will appear on NTU Learn.*

## **Course Schedule**

### **Week 1      Setting the Scene**

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Syllabus, Websites, Online Tech, the Microwave, Food presentation...  
Authenticity, Cooking Eating, Local-Global, Taste

### **Exercise: Puzzle Reading**

Jackson, 2013, *Food Words: Essays in Culinary Culture*, London: Bloomsbury Academic

## [Week 2] Food for thought: Methodologies in Food Studies

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**Key Terms:** Habitus, Taste, Cultural Capital, Social Capital, Field

**Exercise:** In-Class Writing: Definitions and Examples of Key Terms

### Reading

Bourdieu, Pierre. 2013, *Distinction: A Social Critique of the Judgement of Taste*, Taylor & Francis. (Introduction, 174-208)

Power, Elaine M. "An Introduction to Pierre Bourdieu's Key Theoretical Concepts." *Journal for the Study of Food and Society* 3.1 (1999): 48-52. DOI: <https://doi.org/10.2752/152897999786690753>

Mintz, Sidney W., and Christine M. Du Bois. "The Anthropology of Food and Eating." *Annual Review of Anthropology* 31.1 (2002): 99-119. DOI: <https://doi.org/10.1146/annurev.anthro.32.032702.131011>

### Reference

Jurafsky, Dan, Victor Chahuneau, Bryan Routledge, and Noah Smith. "Linguistic Markers of Status in Food Culture: Bourdieu's Distinction in a Menu Corpus." *Cultural Analytics* (2018). <https://doi.org/10.31235/osf.io/j9tga>

Allen, John S. 2012, "Theory of food" as a neurocognitive adaptation', *American Journal of Human Biology*, 24.2:123-129. <https://doi.org/10.1002/ajhb.22209>

Anderson, 2005, 'Me, Myself, and Others', 124-39 in *Everyone Eats: Understanding Food and Culture*, New York: NYU Press.

## [Week 3] Food in Pre-History and Early Chinese History

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Cook, Constance A. "Moonshine and Millet: Feasting and Purification Rituals in Ancient China." *Of Tripod and Palate : Food, Politics, and Religion in Traditional China*. Ed. Sterckx, Roel. New York ; Basingstoke: Palgrave Macmillan, 2005. 9-22.

Roel Sterckx, "Food and Philosophy in Early China," in Roel Sterckx ed., *Of Tripod and Palate: Food, Politics, and Religion in Traditional China* (New York: Palgrave Macmillan, 2005), Ch. 2: 34-61.

Sabban, Françoise, and Elborg Forster. "China." *The Cambridge World History of Food*. Eds. Kiple, Kenneth F. and Kriemhild Coneè Ornelas. Cambridge: Cambridge University Press, 2000. V.B.3: 1165-75. <https://www.cambridge.org/remotexs.ntu.edu.sg/core/books/cambridge-world-history-of-food/china/6C7996C7EAD454219D3546B4D61DEA55>

Joanna Waley-Cohen, "The Quest for Perfect Balance: Taste and Gastronomy in Imperial China," in Paul Freedman ed., *Food: The History of Taste* (Berkeley and Los Angeles: University of California Press, 2007), Ch. 3: 99-133.

Anderson, E. N. "The Natural Environment." *The Food of China*. Yale University Press, 1988. 1-8.  
<https://www.jstor.org/remotexs.ntu.edu.sg/stable/j.ctt32bq1r.6>

Anderson, E. N. "Prehistory and the Dawn of History." *The Food of China*. Yale University Press, 1988. 9-28.  
<https://www.jstor.org/remotexs.ntu.edu.sg/stable/j.ctt32bq1r.7>

Anderson, E. N. "The Crucial Millennium: Chou through Han." *The Food of China*. Yale University Press, 1988. 29-56. <https://www.jstor.org/remotexs.ntu.edu.sg/stable/j.ctt32bq1r.8>

#### **[Week 4]      Agriculture and Staples**

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Chang Te-Tzu. "Rice." *The Cambridge World History of Food*. Eds. Kiple, Kenneth F. and Kriemhild C. Ornelas. Vol. I. Cambridge: Cambridge University Press, 2001. II.A.132-49.  
<https://remotexs.ntu.edu.sg/user/login?dest=http://dx.doi.org/10.1017/CHOL9780521402149.017>

Serventi, Silvano., and Françoise Sabban. "9. China: Pasta's Other Homeland." Trans. Shugaar, Anthony. *Pasta: The Story of a Universal Food*. Columbia University Press, 2002. 271-311.

Sorosiak, Thomas. "Soybean." *The Cambridge World History of Food*. Eds. Kiple, Kenneth F. and Kriemhild Coneè Ornelas. Cambridge: Cambridge University Press, 2000. 422-27.  
<https://www.cambridge.org/remotexs.ntu.edu.sg/core/books/cambridge-world-history-of-food/rice/2F74930254B4CE8ACE8B5A4F1D6DC349>

#### Reference:

Shurtleff, William, and Akiko Aoyagi. *History of Whole Dry Soybeans, Used as Beans, or Ground, Mashed or Flaked (240 Bce to 2013)*. Lafayette: SoyInfo Center, 2013.  
<http://www.soyinfocenter.com/books/165>

#### **[Week 5]      Food and Medicine**

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Field Trip to NTU Community Garden: We will meet there.

Anderson, E. N. "Traditional Medical Values of Food." *The Food of China*. Yale University Press, 1988. 229-43.  
<http://www.jstor.org/remotexs.ntu.edu.sg/stable/j.ctt32bq1r.16>

Lo, Vivienne. "Pleasure, Prohibition and Pain: Food and Medicine in China." *Of Tripod and Palate : Food, Politics, and Religion in Traditional China*. Ed. Sterckx, Roel. New York ; Basingstoke: Palgrave Macmillan, 2005. 163-84.

Farquhar, Judith. "Medicinal Meals." *Appetites: Food and Sex in Post-Socialist China*. Durham, NC: Duke University Press, 2002. 47-77.  
<https://ebookcentral.proquest.com/lib/ntusg/reader.action?docID=1167765&ppg=60>



## **[Week 6] Food and Religion**

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Benn, James A. 2015, "Buddhism and Tea during the Tang Dynasty," in *Tea in China: A Religious and Cultural History*, Hong Kong: Hong Kong University Press, 42-71.

Campany, Robert Ford. 2005, 'The Meanings of Cuisines of Transcendence in Late Classical and Early Medieval China', *T'oung Pao*, 91.1-57.

Laudan, Rachel. "Monks and Monasteries: Buddhism Transforms the Cuisine of China, 200 CE—850 CE," *Cuisine and Empire: Cooking in World History* (Berkeley: University of California Press, 2013), Ch. 3: 145-82.

## **[Week 7] Toxic and Intoxicating Foods**

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Huang, Hsing-Tsung. Science and Civilisation in China: *Volume 6, Biology and Biological Technology, Part 5, Fermentations and Food Science*. Ed. Needham, Joseph. Cambridge: Cambridge University Press, 2000. 203-39.

Kwong, Charles "Making Poetry with Alcohol: Wine Consumption in Tao Qian, Li Bai and Su Shi." *Scribes of Gastronomy: Representations of Food and Drink in Imperial Chinese Literature*. Eds. Yue, Isaac and Siufu Tang. Hong Kong: Hong Kong University Press, 2013. 45-67.

## **Oct 1 NO Class – Reading Week**

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## **[Week 8] Cooking and Recipes**

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Anderson, E. N. "Some Basic Cooking Strategies." *The Food of China*. Yale University Press, 1988. 182-93.

<http://www.jstor.org.ezlibproxy1.ntu.edu.sg/stable/j.ctt32bq1r.14>

Wang, Q. Edward. "Dish, Rice or Noodle? The Changing Use of Chopsticks." *Chopsticks: A Cultural and Culinary History*. Cambridge: Cambridge University Press, 2015. 41-66.

"Ni Zan, Cloud Forest Hall Collection of Rules for Drinking and Eating." *Hawai'i Reader in Traditional Chinese Culture*. Eds. Mair, Victor H., Nancy Shatzman Steinhardt and Paul Rakita Goldin. Honolulu: University of Hawai'i Press, 2005. 444-55.

## **[Week 9] Spices and Sapor**

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Lu, Di, and Vivienne Lo. "Scent and Synaesthesia: The Medical Use of Spice Bags in Early China." *Journal of Ethnopharmacology* 167 (2014): 38-46,

<https://www.sciencedirect.com/remotexs.ntu.edu.sg/science/article/pii/S0378874114008794?via%3Dihub>

Schafer, Edward H. "Aromatics." *The Golden Peaches of Samarkand: A Study of T'ang Exotics*. Berkeley,: University of California Press, 1963. 155-75.

Nabhan, Gary Paul. "Navigating the Maritime Silk Roads from China to Africa." *Cumin, Camels, and Caravans: A Spice Odyssey*. Berkeley: University of California Press, 2014. 264-82.

Mouritsen, Ole, and Klaus Styrbæk. "The Fifth Taste: What Is Umami?" Trans. Johansen, Mariela. *Umami: Unlocking the Secrets of the Fifth Taste*. New York: Columbia University Press, 2014. 23-40.

Lin, Hsiang-ju. "The Invention of Soy Sauce." *Slippery Noodles: A Culinary History of China*. London: Prospect Books, 2015. 210-17.

#### **[Week 10] Terroir: Modern Chinese Food**

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Cheung, Sidney, and David Y.H. Wu. "Food and Cuisine in a Changing Society: Hong Kong." *Globalization of Chinese Food*. London: Taylor & Francis, 2012.

Anderson, E. N. "Food in Society." *The Food of China*. Yale University Press, 1988. 244-62.  
<http://www.jstor.org.ezlibproxy1.ntu.edu.sg/stable/j.ctt32bq1r.17>

Anderson, E. N. "Chinese Foodstuffs Today." *The Food of China*. Yale University Press, 1988. 137-81.  
<http://www.jstor.org.ezlibproxy1.ntu.edu.sg/stable/j.ctt32bq1r.13>

Liu Junru 刘军茹. "The Origins of Food and Drink Culture." *Chinese Food: Adventures in the World of Cooking and Eating*. Beijing: China Intercontinental Press, 2010. 7-30.

Liu Junru 刘军茹. "A Gastronomic Tour of China." *Chinese Food: Adventures in the World of Cooking and Eating*. Beijing: China Intercontinental Press, 2010. 104-14

Trubek, Amy B. "Place Matters." *The Taste of Place: A Cultural Journey into Terroir*. 1 ed: University of California Press, 2008. 18-53.

#### **[Week 11] Migration: East Asia**

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Aoki, Tamotsu. "The Domestication of Chinese Foodways in Contemporary Japan: Ramen and Peking Duck." *Changing Chinese Foodways in Asia*. Eds. Wu, David Y. H. and Chee-Beng Tan. Hong Kong: Chinese University Press, 2001.  
<https://umich.instructure.com/courses/181819/files/5072447/download?verifier=bJ07m69Xu2t17aZt7C7o5F2Up1QgdVywkljenm7W&wrap=1>

Kim Kwang-ok. "Contested Terrain of Imagination: Chinese Food in Korea." *Changing Chinese Foodways in Asia*. Eds. Wu, David Y. H. and Chee-Beng Tan. Hong Kong: Chinese University Press, 2001. 201-17.  
<https://umich.instructure.com/courses/181819/files/5072445/download?verifier=hL3aGDeKkFQPQdhiV2ffYgX7Wb91yCeGbL7bC4rs&wrap=1>

Solt, George. "Street Life: Chinese Noodles for Japanese Workers." *The Untold History of Ramen: How Political Crisis in Japan Spawned a Global Food Craze*. Berkeley: University of California Press, 2014. 15-42.

Reference:

Bestor, Theodore C. "The Raw and the Cooked." *Tsukiji: The Fish Market at the Center of the World*. Berkeley: University of California Press, 2004. 126-76.

Chee-Beng, Tan, and Ding Yuling. "The Promotion of Tea in South China: Re-Inventing Tradition in an Old Industry." *Food and Foodways* 18.3 (2010): 121-44.  
<https://doi.org/10.1080/07409710.2010.504102>

DeBernardi, Jean. "Wudang Daoist Tea Culture." *Re-Orienting Cuisine: East Asian Foodways in the Twenty-First Century*. Ed. Kim, Kwang Ok. Oxford: Berghahn Books, 2015. 13-30.

**[Week 12] Central and SE Asia**

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Anderson, Eugene N. "Appendix Ii: An Introduction to Central Asian Food,." *Food and Environment in Early and Medieval China*. Philadelphia: University of Pennsylvania Press, 2014. 289-97

Debernardi, Jean. "On Women and Chinese Festival Foods in Penang, Malaysia and Singapore." *Journal of Chinese Ritual, Theatre and Folklore* 168.2010.6 (2010): 179-223,  
<http://static1.1.sqspcdn.com/static/f/1032920/14320996/1316897692430/women+food+REV.pdf?token=lbaGNazxxVObpAD1dPyb7i2vIIo%3D>

Hsiao Hsin-Huang Michael, and Lim Khay-Thiong. "History and Politics of National Cuisine: Malaysia and Taiwan." *Re-Orienting Cuisine: East Asian Foodways in the Twenty-First Century*. Ed. Kim, Kwang Ok. Oxford: Berghahn Books, 2015. 31-55.

Tan, Chee-Beng. 2012, 'Cultural Reproduction, Local Invention and Globalization of Southeast Asian Chinese Food', in C.-B. Tan (ed.) *Chinese Food and Foodways in Southeast Asia and Beyond*, Singapore: NUS Press, 23-46.

Duan, Ying. 2012, 'The Chinese Foodways in Mandalay: Ethnic Interaction, Localization and Identity', in C.-B. Tan (ed.) *Chinese Food and Foodways in Southeast Asia and Beyond*, Singapore: NUS Press, 141-55.

**Assignments Schedule**

<b>Due Date</b>	<b>Subject</b>
<b>11 pm before class</b>	Comment and questions on readings on FB page.
<b>Once per Semester</b>	Food with Footnotes, see <a href="#">Google Doc</a> .
<b>Oct 8</b>	Video Clip
<b>Oct 22</b>	Submit Final Project Proposals
<b>Nov 12</b>	Final Project Due

## Additional Information and Resources

### Reference Materials

#### Online Resources

International Plant Index. <https://www.ipni.org/>

Medicinal Plant Name Services <https://mpns.science.kew.org/mpns-portal/searchName?>

Pant List <http://www.theplantlist.org/tpl1.1/record/kew-2673135>

The Recipes Project <https://recipes.hypotheses.org/about>

#### Reference Works

Anderson, Eugene N. *Everyone Eats: Understanding Food and Culture*. New York: NYU Press, 2005.

Huang, Hsing-Tsung. *Science and Civilisation in China: Volume 6, Biology and Biological Technology, Part 5, Fermentations and Food Science*. Cambridge: Cambridge University Press, 2000. Outpost Library

Kiple, Kenneth F., and Kriemhild C. Ornelas, eds. *The Cambridge World History of Food*. Cambridge: Cambridge University Press, 2001.  
<https://remotexs.ntu.edu.sg/user/login?dest=http://dx.doi.org/10.1017/CHOL9780521402149>

Shurtleff, William, and Akiko Aoyagi. *History of Whole Dry Soybeans, Used as Beans, or Ground, Mashed or Flaked (240 Bce to 2013)*. Lafayette: SoyInfo Center, 2013.  
<http://www.soyinfocenter.com/books/165>

## **Declaration on Academic Honesty\***

**Academic year and semester:** AY 18/19  
Semester 2

### **What is academic dishonesty?**

All members of the NTU community are responsible for upholding the values of academic integrity in all academic undertakings (including, but not limited to, written and oral assignments, presentations, course work, quizzes and exams). Students should not cheat, plagiarise, or attempt to pass off another's work as their own. This includes, but is not limited to, the writing or ideas of another person, without acknowledging or appropriately crediting the source from which the writing or ideas are taken. NTU takes a serious view of any form of academic dishonesty. Plagiarism, cheating, and any other forms of academic dishonesty are considered serious offences for which penalties will be imposed.

### **Declaration**

By signing this form, you declare that you have read and understood NTU's Policy on Student Code of Conduct (available here: <http://www.ntu.edu.sg/SAO/Pages/Policies-concerning-students.aspx>) and that all graded and non-graded assignments you have turned in are your/your group's own work and will not involve any plagiarism or collusion. Reliance on other people's work, when allowed, will be appropriately referenced. You are responsible for knowing the appropriate form of referencing used for this course. Quotation marks will be used around materials written verbatim from other sources; citations will clearly indicate paraphrasing of other sources. You will not submit any work for this course that was (in whole or part) graded work for another course, or will be.

**You must print, sign, and return the lower section of this form to the Professor by**

**Week Two. No participation credit will be given until this is returned.** \*Adapted from 'Academic Honesty Declaration' for HS7003.

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## **Declaration on Academic Honesty**

**Course code:** HH3002

**Name (as registered):**

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**Matriculation number:**

\_\_\_\_\_

**Signature & date**

\_\_\_\_\_