

# **HSTR 371 A01: Flavours of the Past: Scottish Food History**

## **Topics in Thematic and Comparative History**

Term 5 Summer 2023 UVic Department of History  
May 15, 2023 – June 30, 2023

**Instructor: Theresa Mackay, Department of History**

### **TERRITORIAL ACKNOWLEDGEMENT**

*We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.*

### **COURSE OVERVIEW**

This course examines the foodways of Scotland in the long 19th century focussing on the coastal west Highlands and Islands. The roles of indigenous Gaelic-speaking people in traditional food and cultural practices will be investigated using a range of sources such as cookery books, folklore recipes, minister reports, travelers' diaries, and material culture, such as tools. Exploring how multi-generational households in western townships sustained themselves during times of bounty, famine, and land dispossession, we will consider the kitchen and rural landscape as a networked hub of coastal food culture.

For more information visit <https://www.uvic.ca/humanities/scottish-studies/hstr-371/index.php> or Google SCOTTISH FOOD UVIC.

**Prerequisites:** There are no prerequisites for this course.

### **INSTRUCTOR AND COURSE DEVELOPER**

Theresa Mackay: [theresamackay@uvic.ca](mailto:theresamackay@uvic.ca)

### **INTENDED LEARNING OUTCOMES**

By the end of this course, it is intended that you will:

1. Gain an understanding of the major themes, scholars, and scholarship in foodways and cultural history of nineteenth-century Scotland.
2. Be able to use specific examples to explain how the coastal kitchen in the Highlands and Islands can be described as a centre of culture, adaptation, resistance, and change.

3. Be able to identify key turning points and the role of power and empire in nineteenth-century Scottish history and their impact on food sovereignty and food practices of the Gaelic-speaking people.
4. Be able to identify and analyze the impacts of land dispossession (The Clearances) on Highlands and Islands culture, economy, and environment.
5. Be able to identify, describe, and analyze gendered food practices of the coastal west Highlands and Islands and their relationships with land, material culture, and power.
6. Be able to describe and compare transnational coastal food systems of the time period, by briefly examining neighbouring northern European countries.
7. Learn how to analyze a range of primary source documents and artifacts, for example, recipes, cookery books, parish reports, and travelers' narratives.
8. Practice research and critical thinking skills while formulating strong, evidence-based arguments to persuade others, in both written and presentation formats.

These intended learning outcomes are explored in class and assessed through assignments.

### **ASSESSMENTS AND ACTIVITIES**

This is a brief overview of the assignments for this course. We will discuss these further in class.

#### **WEEKLY READING REFLECTIONS- choose 5 of 6 dates**

Description	Intended Learning Outcomes and Purpose	Value (%)	Due Date
<b>Weekly Reading Reflection</b> on one of the <i>required</i> readings or <i>required</i> media materials from the week before; choose 5 of 6 weeks (i.e. you can have one week off; your choice which week).	1-8 Completing the readings and materials introduces you to a range of key Scottish food and history scholars and gives you the tools for discussion and analysis. The weekly writing causes you to reflect and connect the points from week to week. It also prepares you for the assignments.	25% (5 submissions; 5% each)	Every Monday: May 22, 29, June 5, 12, 19, 26 (choose 5 of these dates)

#### **PARTICIPATION**

Description	Intended Learning Outcomes and Purpose	Value (%)	Due Date
<b>Actively engage in class discussions and activities</b> by	1-8	10%	Every class

<p>contributing positively to discussions and group work. Arrive to class being prepared to discuss the current readings and media.</p>	<p>Participating in the discussions lets you practice what you've been learning and explore new ideas. It creates a positive learning environment as we engage and learn from each other.</p>		

**EXPLORING SCOTTISH FOOD HISTORY- Choose 1 of 3 options**

Description	Intended Learning Outcomes and Purpose	Value (%)	Due Date
<p><b>Explore Scottish Food and Public History</b></p> <p>Each year the largest Highland Games in Western Canada happens in Victoria. Attend the event <b>on either May 20<sup>th</sup> or 21<sup>st</sup></b> and find the History Tent. Using specific examples from the readings and materials in Weeks 1 and 2, write an analysis of the public history display exploring and articulating (for example) how this display might be re-imagined to include Scottish food history.</p>	<p>1, 7, 8</p> <p>This assignment gives you the opportunity to look closely at a particular primary source or public education display in relation to Scottish food. It enables you to learn, and practice, how to analyse and incorporate a range of sources into a clearly articulated argument. It also prepares you for the final project and gives you feedback that you can build on.</p>	<p>20%</p>	<p>May 28-30</p>
<p><b>OR</b></p>			
<p><b>Explore Scottish Cookery</b></p> <p>Choose one of the recipes provided and make (and taste!) one at home. Using the recipe as your primary source and specific examples from the readings and materials in Weeks 1 and 2, write an analysis of the recipe and a reflection on your cookery experience.</p>	<p>1, 7, 8</p> <p>This assignment gives you the opportunity to look closely at a particular primary source or public education display in relation to Scottish food. It enables you to learn, and practice, how to analyse and</p>	<p>20%</p>	<p>May 28-30</p>

		incorporate a range of sources into a clearly articulated argument. It also prepares you for the final project and gives you feedback that you can build on.		
<b>OR</b>				
	<b>Explore Diary Entries or Accounts About Scottish Food</b>	1, 7, 8	20%	May 28-30
	Using one traveler’s diary or a minister’s report of his parish as your primary source and specific examples from the readings and materials in Weeks 1 and 2, write an analysis of the account highlighting how and why the remarks may or may not have been an accurate reflection of food and meals at the time. As part of your background, include a short biography of the writer.	This assignment gives you the opportunity to look closely at a particular primary source or public education display in relation to Scottish food. It enables you to learn, and practice, how to analyse and incorporate a range of sources into a clearly articulated argument. It also prepares you for the final project and gives you feedback that you can build on.		

**RESEARCH PROPOSAL, PRESENTATION, AND PAPER-** choose your topic based on guidelines

	Description	Intended Learning Outcomes and Purpose	Value (%)	Due Date
<b>Essay Proposal and Annotated Bibliography</b>	Propose your topic and potential argument. In addition, annotate a minimum of 3 peer-reviewed secondary sources or book chapters and identify at least 2 primary sources that you will use (diaries, collections, letters, etc.)	1-8 This is part of your planning for the essay. It is early in the term so that you can receive feedback and help with your topic.	10%	June 4

<p><b>Research Paper Presentation</b></p>	<p>Share your topic, sources, argument, and supporting points in a live 5-minute presentation during the last week of class.</p>	<p>1, 8 This gives you a chance to practice your presentation skills, learn what others are doing, and receive feedback from your peers. It also helps you to clarify your topic before the essay is due.</p>	<p>5%</p>	<p>June 27-29</p>
<p><b>Peer Review Participation</b></p>	<p>Write a short review of 4 of the Research Paper Presentations (2 days x 2 reviews each day) that impacted you the most. Posted to the Discussion Board.</p>	<p>1, 8 Peer feedback helps you to improve your presentation skills.</p>	<p>5% (2.5% each day)</p>	<p>Due same day as presentations i.e. June 27 and 29</p>
<p><b>Research Paper</b></p>	<p>This assignment asks you to choose an artifact and a time period to develop an argument that explains the history of the artifact in relation to food, its practical use during the period, and what it might have represented to people from the Gàidhealtachd who owned it or interacted with it in some way. Use 4-8 peer-reviewed articles or book chapters and a minimum of 3 primary sources and/or collections.</p>	<p>1-8 (depending on topic chosen)  This essay encourages you to practice researching and engaging with a wide range of Scottish and food scholars while intersecting time, shift, and material culture. Writing an essay at this level allows you to practice communicating evidence-based arguments.</p>	<p>25%</p>	<p>June 30-July 3</p>

## COURSE SCHEDULE

Dates	Topics & Readings	Assignments
<b>WEEK 1</b> <b>Module 1</b> May 16	<p><b>Course Overview</b>  <b>Situating Scotland, the Coastal West Highlands and Islands and the Gàidhealtachd</b></p> <p>Ch. 5 Harvey, Kathryn. "Three Centuries of Scottish Cookery" (p. 21-35) in Cynthia C. Prescott and Maureen S. Thompson, eds. <i>Backstories: The Kitchen Table Talk Cookbook</i>. The Digital Press at The University of North Dakota, 2021.</p> <p>Fenton, Alexander. "Food in the Coastal Environment" (p. 122-6) in Fenton, Alexander, and Eszte Kisbán, eds. <i>Food in Change : Eating Habits from the Middle Ages to the Present Day</i>. Edinburgh: John Donald Publishers in association with the National Museums of Scotland, 1986.</p>	
<b>Module 2</b> May 18	<p><b>Family, food staples, and making meals in the long 19<sup>th</sup> century</b></p> <p>Ch. 22 "The Hinges of the Day" (p. 342-359) in Fenton, Alexander. <i>The Food of the Scots</i>. Scottish Life and Society: A Compendium of Scottish Ethnology. John Donald, in association with The European Ethnological Research Centre, 2007.</p> <p>Ritchie, Elizabeth. "Faith and the Family: Family Life and the Spread of Evangelical Culture in the Scottish Gàidhealtachd, c. 1790-C.1860." <i>The Scottish Historical Review</i>, Volume C 1, no. 252 (April 2021): 57–81.</p> <p><b>OPTIONAL READING:</b>            Mitchell, Janet. "Cookbooks as a Social and Historical Document. A Scottish Case Study." <i>Food Service Technology</i> 1, no. 1 (2001): 13–23.</p>	Week 1 Reading Reflection: May 22
<b>WEEK 2</b> <b>Module 3</b> May 23	<p><b>Food in Rural Life:</b>  <b>The Kitchen and Related Food Spaces 1770-1830</b></p> <p>Ch. 21 "Hearth and Kitchen" (p. 321-341) in Fenton, Alexander. <i>The Food of the Scots</i>. Scottish Life and Society: A Compendium of Scottish Ethnology. John Donald, in association with The European Ethnological Research Centre, 2007.</p> <p><b>OPTIONAL:</b>            Fenton, Alexander. "Sowens in Scotland", <i>Folk Life</i>, 12:1 (1974), 41- 47.</p>	

<p><b>Module 4</b> May 25</p>	<p><b>Food in Rural Life: Summer Shielings and Dairy Production: 1770-1830</b></p> <p><b>READ the first or second option listed below:</b> Ch. 7 “The Shieling” (p. 124-36) in Fenton, Alexander. <i>Scottish Country Life</i>. Edinburgh: John Donald, 1976.</p> <p><b>OR:</b></p> <p>Ch. 4 “Dairying” (p. 55-67) in Cheape, Jane. <i>Hand to Mouth: The Traditional Food of the Scottish Islands</i>. Acair Ltd, 2002.</p> <p><b>OPTIONAL:</b> Read the option you did not choose above.</p>	<p>Week 2 Reading Reflection: May 29</p> <p>Exploring Assignment: May 28-30</p>
<p><b>WEEK 3 Module 5</b> May 30</p>	<p><b>The Peat Spade: food and rural material culture: 19<sup>th</sup> century</b></p> <p>Ch. VIII “Furnishings and Plinishings of Highland Houses” (<i>partial chapter: read p. 167-178 and 187-197</i>) I.F. Grant. <i>Highland Folk Ways</i>. Edinburgh: Berlinn, 1995.</p> <p>Cheape, Hugh. “Pottery and Food Preparation, Storage and Transport in the Scottish Hebrides” (p. 111-21) in Fenton, Alexander, and Eszte Kisbán, eds. <i>Food in Change : Eating Habits from the Middle Ages to the Present Day</i>. Edinburgh: John Donald Publishers in association with the National Museums of Scotland, 1986.</p>	<p>Exploring Assignment: May 28-30</p>
<p><b>Module 6</b> June 1</p>	<p><b>Food and Agricultural Improvement</b></p> <p>Little, Jack. “Agricultural Improvement and Highland Clearance: The Isle of Arran, 1766-1829.” <i>Journal of Scottish Historical Studies</i> 19, no. 2 (1999): 132–54.</p> <p><b>OPTIONAL:</b> Ch. 9 “The Western Highlands and Islands on the Eve of the Clearances” (p. 233-248) in Robert A. Dodgshon. <i>From Chiefs to Landlords: Social and Economic Change in the Western Highlands and Islands, c. 1493-1820</i>. Edinburgh: Edinburgh University Press, 1998.</p>	<p>Essay Proposal Assignment: June 4</p> <p>Week 3 Reading Reflection: June 5</p>
<p><b>WEEK 4 Module 7</b> June 6</p>	<p><b>Food and The Highland Clearances</b></p> <p>Ch. 3 “The Age of the Clearances” (p. 45-65) in Richards, Eric. <i>Debating the Highland Clearances</i>. Edinburgh: Edinburgh University Press, 2007.</p> <p>Highland Clearances Chronology p. 220-21 in Richards, <i>Debating</i>.</p>	

<p><b>Module 8</b> June 8</p>	<p><b>Famine</b></p> <p><b>READ one of two options. Either read:</b></p> <p>Ch 3 “The Year the Potatoes Went Away” (p. 71-107) in Hunter, James. <i>Insurrection: Scotland’s Famine Winter</i>. Edinburgh: Birlinn Ltd, 2019.</p> <p><b>Or read:</b></p> <p>Dodgshon, Robert A. “Coping with Risk: Subsistence Crises in the Scottish Highlands and Islands, 1600-1800,” <i>Rural History</i> 15, no. 1 (2004): 1–25.</p> <p><b>OPTIONAL:</b> <b>READ</b> the option you didn’t choose above.</p>	<p>Week 4 Reading Reflection: June 12</p>
<p><b>WEEK 5</b> <b>Module 9</b> June 13</p>	<p><b>Crofting, Food, and the Napier Commission: 1850 - 1890</b></p> <p>Ch. 8 “The Highland Land War 1: Beginnings, 1881-1883” (p. 131-145) in Hunter, James. <i>The Making of the Crofting Community</i>. Edinburgh: Birlinn, 1976.</p> <p>“Crofting” section (p. 89-98) in Abrams, Lynne. <i>Myth and Materiality in a Woman’s World: Shetland 1800-2000</i>. Manchester: Manchester University Press, 2013.</p>	
<p><b>Module 10</b> June 15</p>	<p><b>Scotland and Food Practices in Northern Europe: 19<sup>th</sup> century</b></p> <p><b>READ the first or second option listed below:</b></p> <p>Martiin, Carin. “Milk as Payment for Farm Labour: The Dairy Economy of a Swedish Estate, 1874-1913.” <i>Agricultural history review</i> 56, no. 2 (2008): 167–188.</p> <p><b>OR:</b></p> <p>Jackson, Gordon. “The Significance of Unimportant Ports.” <i>International Journal of Maritime History</i> 13, no. 2 (2001): 1–17.</p> <p><b>OPTIONAL:</b> read the option you did not choose above.</p>	<p>Week 5 Reading Reflection: June 19</p>
<p><b>WEEK 6</b> <b>Module 11</b> June 20</p>	<p><b>Food and the Scottish home: 1890-1914</b> <b>Holiday and Celebratory Traditions</b></p> <p>Ch. 2 “From Scullery to Conservatory: Everyday Life in the Scottish Home” (p. 48-75) by Lynne Abrams and Linda Fleming in Abrams, Lynn, and Callum G. Brown. <i>A History of Everyday Life in Twentieth-Century Scotland</i>. Edinburgh: Edinburgh University Press, 2010.</p>	



<p><b>Module 12</b> June 22</p>	<p><b>A Taste of Scotland</b>  Ch. 25 “Is there a Taste of Scotland?” (p. 403-14) in Fenton, Alexander. <i>The Food of the Scots</i>. Scottish Life and Society: A Compendium of Scottish Ethnology. John Donald, in association with The European Ethnological Research Centre, 2007.</p>	<p>Week 6 Reading Reflection (final opportunity to submit): June 26</p>
<p><b>WEEK 7</b> <b>Module 13</b> June 27</p>	<p><b>In-class presentations</b></p>	<p>Research Paper Presentation: June 27  Peer Review: June 27</p>
<p><b>Module 14</b> June 29</p>	<p><b>In-class presentations</b> <b>Wrap Up</b></p>	<p>Research Paper Presentation: June 29  Peer Review: June 29  Research Essay: June 30-July 3</p>