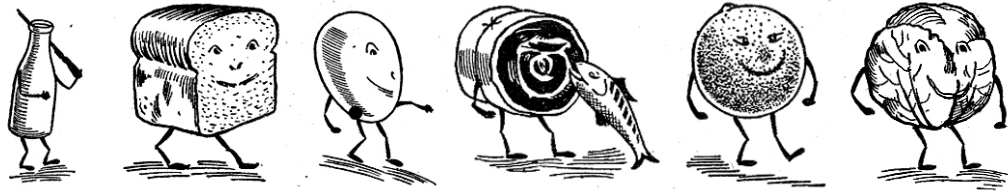


History 3240: Food History
University of Guelph
Department of History
Winter 2013
Tuesday and Thursday, 2:30-4:00pm



Dr. Ian Mosby
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Course Description

The goal of this course is to examine the significance of the everyday act of food consumption in North America, with a specific focus on the 19th and 20th centuries. We will examine a variety of approaches to the study of the history of food and nutrition, ranging from historical geography to more critical studies of the social relations of food production and consumption. Particular attention will be paid to the importance of food and eating practices in the production and re-production of certain social relationships structured around categories such as race, ethnicity, gender, age and class. It will also examine the ways in which the technological and ecological foundations of food production both construct and reflect certain sets of social, political and economic relationships. This course will draw on a wide range of literature in social history, gender history, the history of science, cultural history and the history of medicine in order to show the ways in which the study of such a simple, everyday act – so necessary to our survival – can provide a useful entry point into a range of historical debates and problems.

Required Texts

The following text will be necessary for the book review assignment:

Jeffrey Pilcher, *¡Que Vivan Los Tamales!: Food and the Making of Mexican Identity*.
Albuquerque: University of New Mexico Press, 1998.

All other course readings will be available via the online course reserve or, in some cases, on the course website (<https://courselink.uoguelph.ca>).

Assignments and Evaluation

1. **Participation** (10% of final grade): Students are required to come to each class actively prepared to discuss all assigned readings. It is a good idea to assemble a list of questions, critiques and praise for each of the readings before you come to class. As a general guideline, students who have done all of the readings, and who have thoughtful and intelligent things to say about them, will receive an A grade. Students who come to class, but speak rarely and demonstrate little insight about the readings will receive a C grade.
2. **In-Class Presentation** (10% of final grade): Each student will be required to give one 5 minute in-class presentation on a primary source of their choice. A handout on the expectations for in-class presentations will be available via CourseLink. A sign-up sheet will also be posted outside my office during the first two weeks of class.
3. **Research Proposal** (5% of final grade): Students are required to hand in research proposal outlining the details of their research paper, which is due at the end of term. See the research paper handout (which is available on the course website) for more detailed instructions. **DUE: February 14, 2013**
4. **Book Review** (15% of final grade): Write a 4 to 5 page (1000-1250 word) critical review. A more detailed guide to writing this assignment will be posted on CourseLink. **DUE: January 22, 2013**
5. **Research Essay** (35% of final grade): A research paper based on a critical analysis of both primary and secondary sources. See the research paper handout (which is available on the course website) for more detailed instructions. **DUE: March 26, 2013**
6. **Final Exam** (25% of final grade): A two hour final exam covering the themes discussed in lectures and readings.

Learning Outcomes

One of the primary goals of this course is to help students develop critical and creative thinking skills through both assignments and in-class presentations. These skills will include inquiry and analysis; problem solving; creativity; and developing a depth and breadth of understanding. Another important learning outcome is the development of some degree of information (and archival) literacy through work with the primary sources located in the Culinary Collection and elsewhere. And, finally, students are expected to demonstrate an understanding of historical developments in relation to the history of food and eating during the nineteenth and twentieth centuries based lectures, class discussions, and assignments.

Tentative Course Outline

Week 1: January 8 and 10

Introduction to Food History and Food Studies

Readings:

Susan Leonardi, "Recipes for Reading: Summer Pasta, Lobster a La Riseholme, and Key Lime Pie," *PMLA* 104, no. 3 (1989): 340-347.

Roland Barthes, "Towards a Psychology of Contemporary Food Consumption" In Carole Counihan and Penny Van Esterik, eds. *Food and Culture: A Reader* (Routledge, London, 1997), 20-27.

Michael Pollan, "Unhappy Meals", *The New York Times*, 28 January 2007, <http://www.nytimes.com/2007/01/28/magazine/28nutritionism.t.html?pagewanted=1&ref=michaelpollan>

Week 2: January 15 and 17

The Columbian Exchange

Readings:

Rebecca Earle, "'If You Eat Their Food...': Diets and Bodies in Early Colonial Spanish America," *The American Historical Review*, Vol. 115, No. 3 (June 2010), 688-713

Coll Thrush, "Vancouver the Cannibal: Cuisine, Encounter, and the Dilemma of Difference on the Northwest Coast, 1774-1808," *Ethnohistory* 58, 1 (December 2011): 1-35.

JANUARY 17 CLASS MEETING IN ARCHIVAL & SPECIAL COLLECTIONS ROOM IN THE LIBRARY

- **DISCUSSION GROUP 'A' MEETS AT 2:30**
- **DISCUSSION GROUP 'B' MEETS AT 3:15**

Week 3: January 22 and 24

Food and Colonialism

Readings:

Maureen Lux, Chapter 1: "'The First Time We Were Poisoned by the Government': Starvation and the Erosion of Health," in *Medicine that Walks: Disease, Medicine, and Canadian Plains Native People, 1880-1940* (Toronto: University of Toronto Press, 2001), 20-70.

Mary Ellen Kelm, Chapter 2: "My People are Sick. My Young Men are Hungry: The Impact of Colonization on Aboriginal Diet and Nutrition," in *Colonizing Bodies: Aboriginal Health and Healing in British Columbia, 1900-1950* (Vancouver: UBC Press, 1998), 19-37.

PILCHER BOOK REVIEW DUE JANUARY 22

Week 4: January 29 and 31
Food and Industrialization

Readings:

William Cronon, Chapter 5: "Annihilating Space: Meat," in *Nature's Metropolis: Chicago and the Great West* (1991), 207-259.
Bettina Bradbury, "Pigs, Cows, and Boarders: Non-Wage Forms of Survival Among Montreal Families, 1861-91," *Labour/Le Travail*, 14 (Fall 1984), 9-46.

Week 5: February 5 and 7
Dining Out

Readings:

Paul Freedman, "American Restaurants and Cuisine in the Mid-Nineteenth Century", *New England Quarterly* 84, 1 (Mar 2011), 5-59.
Bonnie Huskins "From 'Haute Cuisine' to Ox Roasts: Public Feasting and the Negotiation of Class in Mid-19th-Century Saint John and Halifax," *Labour / Le Travail* 37 (1996): 9-36.

Week 6: February 12 and 14
Dietary Reform

Readings:

Laura Shapiro, Chapter 2, "And the Kitchen Becomes the Workshop of the Skies" and Chapter 3, "Better Ways, Lighter Burdens, More Wholesome Results" in *Perfection Salad: Women and Cooking at the Turn of the Century* (New York: Modern Library, 2001), 32-66.
John Whorton, "Muscular Vegetarianism: The Debate over Diet and Athletic Performance in the Progressive Era" *Journal of Sport History* 8 (1981), 58-75.

RESEARCH PROPOSALS DUE

Week 7: February 19 and 21
READING WEEK

Week 8: February 26 and 28
Taste and Global Commodity Chains

Readings:

John Soluri, "Accounting for Taste: Export Bananas, Mass Markets, and Panama Disease," *Environmental History* 7, no. 3 (July 2002): 386-410.
Michael F. Jiménez, "'From Plantation to Cup': Coffee and Capitalism in the United States, 1830-1930," in *Coffee, Society, and Power in Latin America*, edited by William Roseberry, Lowell Gudmundson, and Mario Samper Kutschbach.

Week 9: March 5 and 7
Transforming the Science of Food

Readings:

- Rima Apple, "They Need it Now: Science, Advertising and Vitamins, 1925-40"
Journal of Popular Culture 22, 3 (1988), 65-83.
- Nick Cullather, "The Foreign Policy of the Calorie" *American Historical Review* 112,
no. 2 (2007), 337-364.

Week 10: March 12 and 14
Food, Gender and War

Readings:

- Amy Bentley, "Islands of Serenity: Gender, Race, and Ordered Meals During World War II." *Food and Foodways* 6, no. 2 (1996): 131-156.
- Franca Iacovetta, "Culinary Containment? Cooking for the Family, Democracy, and Nation" in *Gatekeepers: Reshaping Immigrant Lives in Cold War Canada*. Toronto: Between the Lines, 2006: 137-171.

Week 11: March 19 and 21
The Golden Age of Food Processing

Readings:

- Paul R. Josephson. "The Ocean's Hot Dog: The Development of the Fish Stick." *Technology and Culture* 49, no. 1 (2008): 41-61.
- Aaron Bobrow-Stain, "Making White Bread by the Bomb's Early Light: Anxiety, Abundance, and Industrial Food Power in the Early Cold War" *Food and Foodways*, 19, 1-2 (2011), 74-97.

Week 12: March 26 and 28
Food, Health, and Risk

Readings:

- Catherine Carstairs, "Food, Fear and the Environment in the Long 1960s." In *Debating Dissent: The 1960s in Canada*, edited by Dominique Clement, Lara Campbell and Greg Kealey (Toronto: UTP, 2012)
- Harvey Levenstein, Chapter 9 "Lipophobia" in *Fear of Food: A History of Why We Worry About What We Eat* (Chicago: U of Chicago Press, 2009), 125-138.
- Carolyn Thomas de la Peña, Chapter 5: "Saccharin Rebels: The Right to Risky Pleasure in 1977," in *Empty Pleasures: The Story of Artificial Sweeteners from Saccharin to Splenda* (U of North Carolina Press, 2010), 141-175.

RESEARCH ESSAYS DUE

Week 13: April 2 and 4 Making National Cuisines

Readings:

Steve Penfold, "Eddie Shack Was No Tim Horton': Donuts and the Folklore of Mass Culture in Canada" in *The Donut: A Canadian History* (Toronto: UTP, 2008).
Jeffrey Pilcher, "Was the Taco Invented in Southern California?" *Gastronomica* 8, 1 (October 2008), 26-38.

Department and College Policies

1. When you cannot meet a course requirement: When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise the course instructor (or other designated person) in writing, with name, address and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, the course instructor, or delegate, will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade. Such documentation will be required, however, for Academic Consideration for missed end-of-term work and/or missed final examinations. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration.

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

2. Academic Misconduct: The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. Included in this category are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission. Students are expected to be familiar with the section on Academic Misconduct in the Undergraduate Calendar, and should be aware that expulsion from the University is a possible penalty. Students should also familiarize themselves with the concept of plagiarism and take the tutorials to learn what plagiarism means, and how to avoid it, at:

<http://www.academicintegrity.uoguelph.ca/> . If an instructor suspects that academic misconduct has occurred, that instructor has the right to examine the student orally on the content or any other facet of submitted work. Moreover, in the College of Arts it is expected that unless a student is explicitly given a collaborative project, all submitted work will have been done independently. Students have the responsibility to familiarize themselves with the Undergraduate Calendar, including Section VIII "Undergraduate Degree Regulations and Procedures" which includes a

sub-section addressing academic misconduct. The URL for the Undergraduate Calendar is: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

Please read <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c01/index.shtml> for a statement of Students' Academic Responsibilities; also read the full Academic Misconduct Policy (<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>). You are also advised to make use of the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>) and to discuss any questions you may have with your course instructor or teaching assistant.

Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion, can be imposed. Hurried or careless submission of work does not exonerate students of responsibility for ensuring the academic integrity of their work. Similarly, students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the university's regulations and procedures for Academic Consideration in the calendar and discuss their situation with the instructor and/or the program counselor or other academic counselor as appropriate.

3. Classroom Etiquette and Useful Tools: To avoid distraction, the History Department requests that you turn off wireless connections during class unless requested by the instructor to do otherwise. The Department maintains a web site (<http://www.uoguelph.ca/history>) that will be helpful in various ways to students in History courses - such as conveying names of student award winners, information on undergraduate and graduate programs at Guelph, and the famous History Department Newsletter. There are useful links to on-line resources that include A Guide to Writing History Research Essays which will be valuable to students in all History courses. The University of Guelph History Society operates a number of programs to assist History undergraduates, and information about these programs can be accessed through the Department website or

4. E-mail Communication: As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: email is the official route of communication between the university and its students.

5. Handing in and Getting Back Assignments: Unless the course instructor says so, all History papers and assignments are to be handed in at class and returned at class. LATE PAPERS may ONLY be placed through the open slots in the mailboxes of faculty members and Graduate Teaching assistants at the student's own risk. Mailboxes for regular faculty members are located in Room 2009 Mackinnon Extension and are accessible 8.30 a.m. – 4.00 p.m. Mon.-Fri. Mailboxes for graduate students and other instructors are located in the hallway at the 2nd floor entrance

to the MacKinnon Extension building from the old MacKinnon building office tower (second floor). Late papers will not be date stamped. The History department and its instructors bear no responsibility whatsoever for late papers. Under no circumstances should the wire baskets outside professors' offices be used to deposit student papers.

Late assignments will be penalized 3% per day and will not be accepted after more than two weeks. Late assignments must be handed in to both my mailbox in the history department and emailed to me so that I can confirm the date. Extensions will be granted only if requested more than 48 hours in advance of the assignment's due date.

6. Recording of Materials: Presentations in relation to course work – including lectures – cannot be recorded in any electronic media without the permission of the presenter.

7. Drop Date: The last date to drop a one-semester course, without penalty, is the 40th class day of the semester which is Friday, March 8, 2013. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar.
<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

8. Copies of out-of-class assignments: Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.