

University of Guelph
Department of History
Fall 2015

HIST*3240*01: Food History (0.5 credits)

Tuesdays & Thursdays, 11:30-12:50, ANNU Room 204

Instructor: Dr. Rebecca Beusaert
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Office Hours: Tuesdays, 9:30-11:20am, or by appointment

Course Description:

HIST*3240 examines the history of food and foodways across Canada and the United States, largely from the seventeenth century to the present. The course aims to introduce students to the discipline of food history and how food provides a window into broader societal processes, such as politics, nationalism, economics, religion, race and gender relations, leisure, and consumption. The course will explore a multitude of topics, including the importance of food to various social groupings, the gendering of food preparation and presentation, technological change, evolving agricultural practices, the growth of the food processing industry, and the rise of nutritional science. Each week, a background lecture will be provided by the Instructor, supplemented by student-led presentations and in-depth discussions of assigned course materials.

Learning Outcomes:

Upon completion of this course, students will have a better understanding of the significance of food across historical eras and regions. From assignments and class discussions, students will have gained new knowledge about research methods related to food history, specifically how to identify, analyze, and evaluate diverse modes of primary/secondary research, and be critical of their worth. Students also will have honed their writing and oral presentation skills by learning how to craft a concise and convincing argument, compare/assess historians' interpretations and methodologies, and properly document their research.

Required Texts: (available from the campus bookstore)

Franca Iacovetta, Valerie J. Korinek, Marlene Epp, eds. *Edible Histories, Cultural Politics: Towards a Canadian Food History* (Toronto: University of Toronto Press, 2012).

*Journal articles and primary sources will also be assigned and can be found on the HIST*3240 CourseLink page

**Note: Two copies of *Edible Histories* will also be available at the Library Reserve Desk

Course Evaluation:

Seminar Presentation and Participation: 25%

- Each week, students are expected to have read assigned course materials and be willing to engage in class discussions. You must contribute to the discussions in order to receive a passing grade. You are also required to do one oral presentation during the term which is worth 10% of the seminar grade. This will be completed as a small group (3-5 students). Using the weekly readings, you will create a presentation, analyzing the readings in question and guiding the ensuing discussion. A written copy of the presentation must be submitted to the Instructor at the time.

Primary Source Analysis: 20%

- Using a cookbook or cooking instruction manual housed in the McLaughlin Library Archival and Special Collections, students write a 4-5 page primary source analysis, emphasizing what can be learned from studying such sources. An instruction sheet with more information will be posted on CourseLink.
- **Due Date: October 15th at the beginning of class**

Essay Proposal: 5%

- In preparation for writing the research essay, students choose a topic relevant to the course's content. You should identify the main questions and issues you will address about your chosen topic, including a tentative thesis statement and outline. You will be required to provide a bibliography of at least six relevant scholarly articles or books and one key primary source, and provide bibliographic annotations describing how these sources are relevant to your paper. Your proposal must be approved before you can begin writing your research essay.
- **Due Date: October 27th at the beginning of class**

Research Essay: 25%

- An investigative paper of 2500 to 3000 words (approx. 10-12 pages), typed, double-spaced, with appropriate citations and bibliography. Further details will be provided in an essay handout posted on CourseLink.
- **Due Date: December 1st at the beginning of class**

Final Exam: 25%

- A cumulative two-hour examination covering the course's major themes and topics. Examination format will be discussed at a later date.
- **Date/Time: December 12th/7-9pm**

Tentative Weekly Schedule:

Week 1: September 10th	“Introduction; Historiography and Early Approaches to the Study of Food History”
Readings:	None
Presenters:	None

Week 2: September 15th & 17th	“Indigenous and Contact Zone Cuisines”
Readings:	<p>Alison Norman, “‘Fit for the Table of the Most Fastidious Epicure’: Culinary Colonialism in the Upper Canadian Contact Zone,” in <i>Edible Histories</i>, 31-51.</p> <p>Monica Bodirsky & Jon Johnson, “Decolonizing Diet: Healing by Reclaiming Traditional Indigenous Foodways,” <i>Cuizine: The Journal of Canadian Food Cultures</i> 1 (1) (2008): np.</p> <p>“Food Products of the N. American Indian,” <i>The Canadian Indian</i> 1 (6) (Mar. 1891): 92-93; “Indians and Strong Drink,” <i>The Canadian Indian</i> 1 (11) (Aug. 1891): 313-316.</p>
Presenters:	

Week 3: September 22nd & 24th	“Food and Colonial Communities”
Readings:	<p>Julia Roberts, “‘The Snipe Were Good and the Wine Not Bad’: Enabling Public Life for Privileged Men,” in <i>Edible Histories</i>, 52-69.</p> <p>Elizabeth Pleck, “The Making of the Domestic Occasion: The History of Thanksgiving in the United States,” <i>Journal of Social History</i> 32 (4) (Summer, 1999): 773-789.</p> <p>Susanna Moodie, <i>Life in the Clearings Versus the Bush</i> (London: R. Bentley, 1853), 313-330.</p>
Presenters:	

Week 4: September 29th & October 1st	“Food, Drink, and Class in Urban Industrial Centres”
Readings:	<p>Craig Heron, “The Boys and their Booze: Masculinities and Public Drinking in Working-Class Hamilton, 1890-1946,” <i>Canadian Historical Review</i> 86 (3) (September 2005): 411-452.</p> <p>Bonnie Huskins, “From ‘Haute Cuisine’ to Ox Roasts: Public Feasting and the Negotiation of Class in Mid-19th-Century Saint John and Halifax,” <i>Labour/Le Travail</i> 37 (Spring 1996): 9-36.</p> <p>Peter DeLottinville, “Joe Beef of Montreal: Working-Class Culture and the Tavern, 1869-1889,” <i>Labour/Le Travail</i> 8/9 (Autumn/Spring 1981/82): 9-40.</p>
Presenters:	

Week 5: October 6th & 8th	“Gendering the Preparation and Advertisement of Food”
Readings:	<p>Marilyn Kern-Foxworth, “Plantation Kitchen to American Icon: Aunt Jemima,” <i>Public Relations Review</i> 16 (3) (Fall 1990): 55-67.</p> <p>Catherine Bradley, “Servants, Housewives, Vixens, and the Ever-Changing Apron,” <i>Cuizine: The Journal of Canadian Food Cultures</i> 3 (2) (2012): np.</p> <p>Mrs. H.W. Beecher, <i>All around the house, or, How to make homes happy</i> (Toronto: J. Robertson, 1881), 3-4; 34-37; 40-42.</p>
Presenters:	

Week 6: October 15th (no class on the 13th)	“Rural Foodways”
Readings:	<p>Maura Hanrahan, “Pine-Clad Hills and Spindrift Swirl: The Character, Persistence, and Significance of Rural Newfoundland Foodways,” in <i>Edible Histories</i>, 85-93.</p> <p>Catharine Anne Wilson, “‘Can She Bake a Cherry Pie?’: Harvest Meals and Foodscapes of Plenty in Rural Ontario,” Unpublished paper presented at <i>Foodscapes of Plenty of Want: Historical Perspectives on Food, Health and the Environment in Canada</i>, University of Guelph, June 2013.</p>

Presenters:	NO PRESENTATIONS THIS WEEK
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Week 7: October 20th & 22nd	“Race and Ethnicity at the Table”
Readings:	<p>Stacey Zembrzycki, “‘We Didn’t Have a Lot of Money, but We Had Food’: Ukrainians and Their Depression-Era Food Memories,” in <i>Edible Histories</i>, 131-139.</p> <p>Marlene Epp, “More than ‘Just’ Recipes: Mennonite Cookbooks in Mid-Twentieth-Century North America,” in <i>Edible Histories</i>, 173-188.</p> <p>Sonia Cancian, “‘Tutti a Tavola!’ Feeding the Family in Two Generations of Italian Immigrant Households in Montreal,” in <i>Edible Histories</i>, 209-224.</p>
Presenters:	

Week 8: October 27th & 29th	“Kitchen Designs and Technologies”
Readings:	<p>Gwendolyn Owens, “The Iconography of Kitchen Wallpaper in Canada,” <i>Cuizine: The Journal of Canadian Food Cultures</i> 2 (1) (2009): np.</p> <p>Fiona Lucas, “Kitchen Sinks Have a History,” <i>Cuizine: The Journal of Canadian Food Cultures</i> 3 (2) (2012): np.</p> <p>Rebecca K. Shrum, “Selling Mr. Coffee: Design, Gender, and the Branding of a Kitchen Appliance,” <i>Winterthur Portfolio</i> 46 (4) (Winter 2012): 271-298.</p>
Presenters:	

Week 9: November 3rd & 5th	“Food and Wartime”
Readings:	<p>Jane Dusselier, “Does Food Make Place? Food Protests in Japanese American Concentration Camps,” <i>Food & Foodways</i> 10 (2002): 137-165.</p> <p>Tanfer Emin Tunc, “Less Sugar, More Warships: Food as American Propaganda in the First World War,” <i>War in History</i> 19 (2) (2012): 193-216.</p> <p>Mark Weiner, “Consumer Culture and Participatory Democracy: The Story of Coca-Cola During World War II,” <i>Food & Foodways</i> 6 (2) (September 1996): 109-129.</p>
Presenters:	

Week 10: November 10th & 12th	“Cooking and Convenience in the Postwar Era”
Readings:	<p>Jessamyn Neuhaus, “The Way to a Man’s Heart: Gender Roles, Domestic Ideology, and Cookbooks in the 1950s,” <i>Journal of Social History</i> (Spring 1999): 529-555.</p> <p>Chris Dummitt, “Finding a Place for Father: Selling the Barbecue in Postwar Canada,” <i>Journal of the Canadian Historical Association</i> 9 (1) (1998): 209-223.</p> <p>Andrew Hurley, “From Hash House to Family Restaurant: The Transformation of the Diner and Post-World War II Consumer Culture,” <i>The Journal of American History</i> 83 (4) (Mar. 1997): 1282-1308.</p>
Presenters:	

Week 11: November 17th & 19th	“Health and Nutrition in the Twentieth Century”
Readings:	Catherine Carstairs, “The Granola High: Eating Differently in the Late 1960s and 1970s,” in <i>Edible Histories</i> , 305-325.

	<p>Cheryl Krasnick Warsh, "Vim, Vigour and Vitality: 'Power' Foods for Kids in Canadian Popular Magazines, 1914-1954," in <i>Edible Histories</i>, 387-408.</p> <p>Caroline Durand, "Rational Meals for the Traditional Family: Nutrition in Quebec School Manuals, 1900-1960," in <i>Edible Histories</i>, 109-127.</p>
Presenters:	

Week 12: November 24th & 26th	"Poutine, Apple Pie, and the Creation of 'National Cuisines'"
Readings:	<p>Molly Pulver Ungar, "Nationalism on the Menu: Three Banquets on the 1939 Royal Tour," in <i>Edible Histories</i>, 351-358.</p> <p>Rachel A. Snell, "As North American as Pumpkin Pie: Cookbooks and the Development of a National Cuisine in North America, 1796-1854," <i>Cuizine: The Journal of Canadian Food Cultures</i> 5 (2) (2014): n.p.</p>
Presenters:	

Week 13: December 1st & 3rd	"Conclusion: New Directions in Food History/Current Debates in the Media"
Readings:	<p>Valerie Korinek, "'Meat Stinks/Eat Beef Dyke!' Coming Out as a Vegetarian in the Prairies," in <i>Edible Histories</i>, 326-350.</p> <p>Rachel Laudan, "A Plea for Culinary Modernism," <i>Jacobin</i> (22 May 2015), https://www.jacobinmag.com/2015/05/slow-food-artisanal-natural-preservatives/</p>
Presenters:	

Course Policies:

Communication

When communicating with the Instructor and other students in your class/seminar, always be respectful and courteous. No form of racism, homophobia, sexism, ageism, or other prejudice will be accepted in this course.

Outside of class time and office hours, the best way to communicate with the Instructor is through email. I will do my best to answer your emails as promptly as possible. In the subject line, please indicate that this is a question related to HIST*3240. Your email should contain a salutation with the Instructor's name, be properly composed (ie. not contain short forms or other language difficult to decipher), and concludes with your full name. Also, please avoid emailing about questions that can be easily answered by looking at the syllabus or conducting an online search. Please do not send an email the night before an examination or an assignment due date. The Instructor cannot guarantee that a timely response will be sent, so make sure all questions are answered well in advance.

The lecture notes and images from PowerPoint slides for this class will not be posted online. If you miss a class, ask a fellow classmate if they would be willing to share their notes. Please do not email the Instructor requesting class notes as it is your duty to attend all classes.

Other Class Policies:

- In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

- If an assignment is late, the grade will be reduced by 5% for each day past the due date (excluding weekend days). Late penalties will be waived only in the event of a serious medical or family emergency, at the discretion of the Instructor. Assignments that are more than 7 days late (excluding weekend days) without prior authorization of the Instructor will not be accepted.
- There are no "free" classes. Students are expected to attend and participate in all scheduled classes.

Department and College Policies:

E-mail Communication

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

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. 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>

Drop Date

The last date to drop one-semester Fall 2015 courses, without academic penalty, is **Friday, November 6, 2015**. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

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.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: <http://www.csd.uoguelph.ca/csd>

Student Rights and Responsibilities

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. The Rights and Responsibilities are detailed in the Undergraduate Calendar: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c14/c14-strightsrespon.shtml>

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. The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

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

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

Resources

The Undergraduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate programs. It can be found at:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

If you find yourself in difficulty, contact the undergraduate advisor in your program, or the BA Counselling Office: <http://www.uoguelph.ca/baco/contact.shtml>