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Lecture, Fall 2019
CAS 214, M/W/F 9:05-9:55 AM
Office hours: M/W/F 10:00 – 11:00 AM
and by appointment

HI343: Taste, Culture, and Power: The Global History of Food



Course Description

Across time and across borders, humans have eaten not only for sustenance, but for pleasure, and food has helped shape the creation of societies and religions as well as nations and corporations. Eating together or eating similar cuisine binds families, cultures, and states together, while food taboos and distinctions draw distinctions between strangers. What we eat is not an incidental component of life, but an essential part of how it is structured; every meal we ingest represents a confluence of power, culture, technology, and taste that can be traced back far into the past.

In this course, we will investigate the history of food from prehistory to the present day and beyond, as we consider examples from every corner of the world. Beginning with the science of food and taste, we will consider the origins of agriculture and the role of food in antiquity and religious life. We will explore the spread of crops and food practices across the oceans in the early modern world, and investigate the intimate and uncomfortable relationship between food and the global slave trade.

We will think about hunger, intoxication and stimulation, and the origins of industrial food before considering the birth of national cuisines, and the way in which imperialism changed the eating practices of people around the world. We will look at the foods that immigrants brought with them to the United States and elsewhere, while probing the linkages between race and modern eating practices. We will look at the birth of nutrition as a way of thinking about food, and the scandals of food adulteration that helped shape how we eat today.

As we approach the twentieth century, we will consider the relationship of food, famines, and war, and the new technologies that led many to believe the world was approaching end of hunger. Towards the end of our class, we will unpack some of the problems in our food system

today, from the rise of fast food to the “inventions” of anorexia and obesity. At the very end of the course, we will think – as historians – about the future. How will we eat in the future, as the tastes of the rich and the middle classes grow more cosmopolitan, but we contend with the twin specters of global malnutrition and obesity? What will our meals look like two hundred years from now?

Learning Objectives and BU Hub

This course satisfies two BU Hub areas in two capacities, Historical Consciousness (Philosophical, Aesthetic, and Historical Interpretation), and Digital / Multimedia Expression (Communication), and fulfils a single component of the Intellectual Toolkit (Creativity / Innovation).

Generally, upon completing this course, you will have a broad understanding of the role of food in global history. You will have a basic understanding of the origins of agriculture and food systems, and be able to think through the rise of modern foodways and systems. You will be conversant with some of the most important questions and themes in contemporary food politics, and be able to speak with some authority about the political and ethical debates embedded in conversations about food.

With respect to the Historical Consciousness capacity, you will create historical narratives about food and evaluate a wide range of historical evidence – including visual and literary evidence – and will construct historical arguments in your exams and short assignments. You will engage broadly with primary sources and think about different ways to interpret them, attentive to different ways of situating material in specific historical and cultural contexts. In each exam, you will draw upon qualitative secondary arguments about the history of food, encountered in our reading assignments, to create historical narratives and construct historical arguments. And through the prism of food and agriculture in their many forms, you will gain broad knowledge of religious traditions, intellectual paradigms, forms of political organization, and socioeconomic forces, as well as their change over time.

As regards the Digital and Multimedia capacity, in this course you will use four Adobe Creative Suite tools – Spark or Illustrator, Premiere (Rush or Pro), and Audition – to craft and deliver different forms of arguments, considering media and mode of expression most suited to the assignment. You will demonstrate a practical understanding of how these different tools, and ones like them, can advance different projects ethically and effectively. And in considering diverse aspects of design suited to different time-based, interactive, and audio-visual media, you will gain new understanding of how these tools may advance your own academic and professional careers.

Finally, towards the Creativity and Innovation capacity of the Hub, HI343 will provide you with the opportunity to undertake a broad range of digital projects: through trial, error, and execution, you will build strong presentation skills in a variety of discipline, gaining the ability to build strong and clear narratives in a number of different media relevant to many professional careers. After each assignment, you will get feedback from your peers on its execution, questions, and suggestions for improvement, and you will be given the opportunity to submit the assignment a

second time to incorporate these changes. In doing this, you will see how creativity is both learnable and iterative, and will have the opportunity to take meaningful narrative, analytical, and aesthetic risks in the service of broadly creative individual and shared outcomes.

Instructional Format and Pedagogy

There will be three classes each week, a mixture of lectures, discussion sections, film screenings, and special activity sessions. The readings listed below are to be done before class: some weeks there is a relatively light workload, and other weeks are more demanding; only rarely will the reading exceed thirty pages per session. Most of our readings are book chapters, articles, or selections from longer works, and will be available on Blackboard Learn.

There will be three exams given in class, and no final exam; make-up exams will only be given on presentation of a note from the dean. In lieu of a research paper, there will be four activities asking you to consider and write or present critically on food in its lived contexts, drawing upon relevant readings and class discussions. These assignments include a “food autobiography” poster, a family recipe video, a grocery store “scavenger hunt” podcast, and an ethnographic video account of carrying a piece of food with you over the course of a week. These exercises must be uploaded to our class Tumblr, <http://tasteculturepower.tumblr.com>, by the date listed, and we will devote those class periods to in-class discussion; as such, no extensions can be given.

Course Materials and Software

There are no required texts for this class; all readings will be available online via Blackboard Learn. The four major course assignments will be undertaken using Adobe Creative Suite software, which is available for download via a Boston University student license. Please request an individual license within the first several days of the semester at:

<http://www.bu.edu/tech/services/teaching/digital-multimedia-production/adobe-creative-cloud/request/>.

All of the programs that we will be using – Spark or Illustrator, Premiere (Rush or Pro), and Audition – will run on a relatively recent PC or Mac, and some will run on a tablet or phone, as well. However, if you prefer to use the software on a non-personal computer, you can access all of them at the BU Common @ Mugar. Most of the software that we will use will be relatively self-explanatory, and part of the design of this course is aimed at allowing students to discover their own preferred methods of creating content. However, if you would like further training in any of this software, there are excellent tutorials available online, and privately through Lynda.com. Access to the latter site is available to Boston University students through the Boston Public Library; for details see <https://digital.bu.edu/digital-multimedia-commons/learning-resource-lynda-com/>

You may also choose to use a non-Adobe equivalent for completing these assignments; there are multiple open-source and commercial alternatives that may work better with your own workflow. For the food autobiography poster, you could consider using Pixelmator, Inkscape, Affinity Designer, or Affinity Photo, among others programs and apps. Reasonable alternatives for video-based projects (the family recipe and the food carrying assignment) include LumaFusion, iMovie, and Final Cut Pro. Podcasting / audio work can be done via Ferrite, Audacity, and Garageband. Each of these programs have advantages and disadvantages, as well as varying degrees on online support – please feel free to choose the option that works best for you.

Assignments and Grading Criteria

Final grades will be based upon the following rubric:

Food autobiography poster in Adobe Spark or Illustrator, Sep. 15, 2019:	10%
In-class exam #1, term identification and short essay, Oct. 2, 2019:	15%
Family recipe assignment in Adobe Premiere Rush / Pro, Oct. 20, 2019:	10%
Grocery store scavenger hunt in Adobe Audition, Nov. 3, 2019:	10%
In-class exam #2, term identification and short essay, Nov. 6, 2019:	15%
Food carrying assignment in Adobe Premiere Rush / Pro, Nov. 17, 2019	10%
In-class exam #3, term identification and short essay: Dec. 11, 2019:	15%
Participation in class discussions throughout the semester	15%

Class grading will be undertaken by our grader, Kristen Carey (kmcarey@bu.edu), a Ph.D. candidate in the history department, who has served as a teaching fellow for this course in its past iterations. If you have any concern over a grade given, you may make an appointment to discuss it in office hours; I reserve the right to raise or to lower the grade given.

Resources/Support

I am available at my regular office hours, Monday, Wednesdays, and Fridays 10:00 to 11:00 AM, and by appointment. Booking an appointment online at <http://benjaminsiegel.youcanbook.me> is preferred to ensure a good block of time to speak, but not required. I encourage you to make regular use of these office hours for questions about the readings, your assignments, or for more general concerns. I do not use e-mail for substantive questions about material and do not check it outside of normal weekday, daytime hours; substantive course matters are best discussed in person.

Class and University Policies

Attendance: Attendance will be taken at the beginning of each class via an attendance sheet. Missing three classes for any reason will result in a full letter grade reduction; missing four classes will result in two letter grade reductions; missing five classes will result in a failing grade for the class. The only exception to this policy is for religious observance; any classes that will be missed must be detailed by e-mail in the first week of class.

Access: If you have a disability that will require accommodation, please be in touch with BU Disability Services (<http://www.bu.edu/disability/>) as early as possible; students experiencing worry, distress, or other circumstances which might adversely affect their well-being or classroom performance are encouraged to reach out to the Behavioral Medicine division of Student Health Services (<https://www.bu.edu/shs/behavioral-medicine/>).

Late Work: No late work will be accepted for credit, nor will makeup assignments or exams be given. All assignments must be submitted digitally via e-mail, and handed in to the instructor in hard copy where indicated.

Classroom Technology: This course makes use of digital resources, but the classroom itself is a space where personal technology is not to be used. Use of cell phones or laptops in the classroom will result in your being asked to leave the classroom, with your absence counting against the classroom attendance policy. An exception will be made for documented accessibility needs.

Academic Conduct: Plagiarism is a serious offense and, if suspected, will be referred to the Dean's Office; a copy of Boston University's code of conduct is available at <http://www.bu.edu/academics/resources/academic-conduct-code/>. Each year this class has been taught, at least one student has been referred to the Dean's Office for suspected plagiarism.

A Note on Further Study

This class is intended as a broad introduction to the study of food in global history, and the intent is to survey a number of foundational concepts, ideas, and readings that those researching food in global history have found central to their work. We will not be producing a research paper in this course; however, I have worked with students in the past to produce seminar papers and senior honors theses on food-related subjects, and would be eager to do so with you after the completion of this class, after which you should have a strong knowledge of the key themes animating the study of food in history.

If you are interested in pursuing further classroom work or advanced studies in food, you may also be interested in a number of opportunities in the Department of History and Boston University's graduate program in gastronomy. These include HI518: Histories of Food and Society, and ML 589: Nature's Past: Histories of Environment and Society.

Detail of Class Meetings

UNIT ONE: FOUNDATIONS

Session 1, Wednesday, September 4, 2019 – Introductory Lecture

- Please e-mail me by Friday's class with your Tumblr handle.
- If using Adobe tools, please sign up for an ID and download software at <https://www.bu.edu/tech/services/teaching/digital-multimedia-production/adobe-creative-cloud/>

Session 2, Friday, September 6, 2019 – Plants, Taste, and Us

- Michael Pollan, "Desire: Sweetness / Plant: The Apple," in *The Botany of Desire* (New York: Random House, 2002), 1-58.

Terms to know: carbohydrates, denaturing, domestication, enzymes, lipids, Maillard reaction, proteins, umami, water

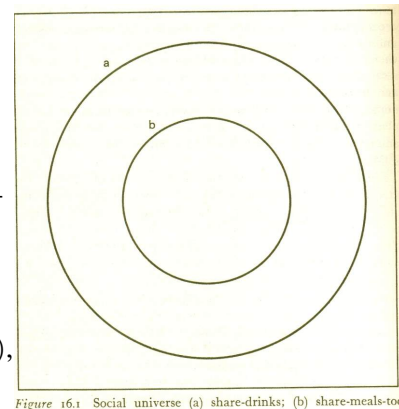
Session 3, Monday, September 9, 2019 – Humans, Hunters, Gatherers

- J.R. McNeill and William H. McNeill, "Shifting to Food Production, 11,000-3,000 Years Ago," in *The Human Web: A Bird's-Eye View of World History*, (New York: W.W. Norton, 2003), 25-40.

Terms to know: amphorae, carbon dating, Casa Marzu, Ertebølle culture, fermentation, marrow, Olduvai Gorge, pemmican, Pueblo II Culture, Secondary Products Revolution, shell midden

Session 4, Wednesday, September 11, 2019 – Food, Symbols, Meaning

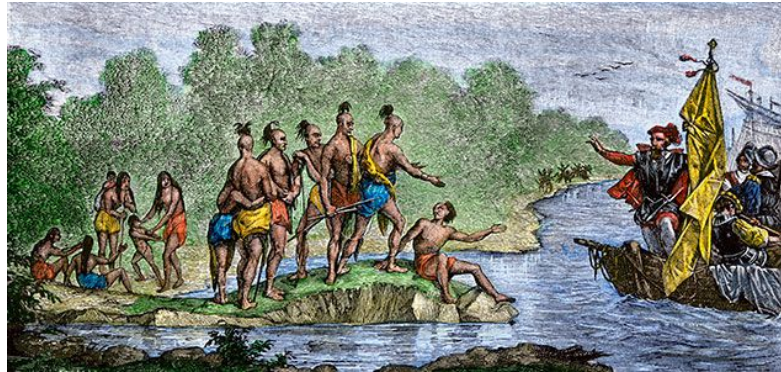
- Mary Douglas, "Deciphering a Meal," *Daedalus* 101:1 (Winter 1972), 61-81.
- Claude Lévi-Strauss, "The Culinary Triangle," in Carole Counihan and Penny Van Esterik eds., *Food and Culture: A Reader* 2nd edition (New York: Routledge, 2008), 36-43.
- Marcel Proust, *Remembrance of Things Past*, trans. C.K. Scott Moncrieff and Terence Kilmartin, vol. 1: *Swann's Way: Within a Budding Grove* (New York: Vintage, 1982), excerpt.



Terms to know: All Soul's Day, aversion, communion / eucharist, the "Culinary Triangle," cultural materialism (Marvin Harris), halal, kosher, symbolism (Mary Douglas) taboo

Session 5, Friday, September 13, 2019 – The Colombian Exchange

- Alfred W Crosby, “New World Foods and Old World Demography,” in *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Westport, Connecticut: Praeger, 2003); 165–207.



Terms to know: adaptation of New World crops, Aztec and Mayan food regimes, chili pepper, the Columbian Exchange, llamas, maize complex / milpa, nixtamal/nixtamalization

Session 6, Monday, September 16, 2019 – Food Autobiographies

- Over the course of several days before you begin this project, brainstorm three things – people, dishes, meals, holidays, events, ingredients, or anything else – that would be at the center of your food autobiography.
- This exercise is meant to be open-ended, but to get you thinking: what is the first food you remember eating? What is the food that tastes like “home” to you? Did you eat out growing up, and if so, where? When did you start cooking, or do you cook at all? What restaurant was formative to your ideas about food? Where did you do the grocery shopping growing up, and who took primary responsibility for shopping and cooking in your family? Where do you eat now, and when do you eat out? How have your food habits and tastes changed over time?
- Think about the five reading assignments that we have read, and the historical arguments articulated in each: how might your food autobiography be informed by similar questions of biology, symbolism, or material exchange?
- When you have finished brainstorming, **create an 11 by 17 poster in Adobe Spark or Adobe Illustrator**. Your “food biography” will include at least one photograph, a few icons, and around 250 – 400 words of writing. The style may be classical or modern, and draw cues from design that you find compelling, but should be tailored closely to the core “message” of your food autobiography.
- It is unlikely that all the information that you brainstorm will make it into your final poster, so think carefully about the messages which are critical to your presentation; this will be a process of selection and curation.
- Upload your poster as a JPG to our class Tumblr by **September 15 at 5:00 PM**.

Session 7, Wednesday, September 18, 2019 – [Film Screening TBA]



Session 8, Friday, September 20, 2019 – Sugar and Slaves

- Sidney W. Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (New York: Penguin, 1985), 74-150.
- David Singerman, "The Shady History of Big Sugar," *The New York Times*, September 16, 2016, A17.

Terms to know: Atlantic system / "Triangle Trade," cloves, nutmeg, and mace, Dutch East India Company, plantation, Spice Wars, sugarcane, sugar loafs

Session 9, Monday, September 23, 2019 – Uppers and Downers: Coffee, Alcohol, & Other Drugs

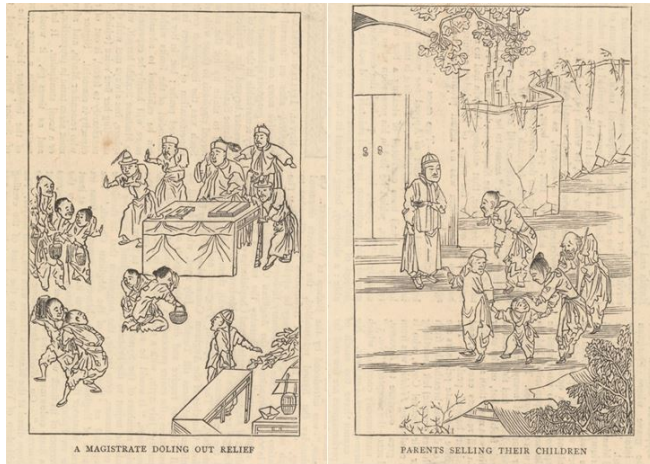
- Tom Standage, "Civilized Beer," "The Coffeehouse Internet," in *A History of the World in 6 Glasses* (New York: Walker & Co, 2005), 24-42; 151-174.

Terms to know: caffeine, coffeehouse, public sphere

Session 10, Wednesday, September 25, 2019 – Discussion Section

- We will divide into two groups and discuss all readings and class material since the beginning of the class.

Session 11, Friday, September 27, 2019 – Hunger and the Moral Economy



- Thomas Malthus, *An Essay on the Principle of Population* (London: J. Johnson, 1798), chapters 1, 2, and 3.
- James Vernon, “Hunger as Political Critique,” in *Hunger: A Modern History* (Cambridge: Harvard University Press, 2009), 41-80.

Terms to know: Entitlement Theory, Food Availability Decline, Irish Potato Famine, Kangxi emperor, laissez-faire, "moral economy," Qing granaries ("Ever-Normal" granaries), taxation

populaire, Thomas Malthus' Essay on the Principle of Population (1798)

Session 12, Monday, September 30, 2019 – Industrial Food

- Joshua Specht, “Table,” in *Red Meat Republic: A Hoof-to-Table History of How Beef Changed America* (Princeton: Princeton University Press, 2019), 218-251.

Terms to know: breakfast cereal, canning (Nicolas Appert, 1809), Chicago, the Factory, the Grain Elevator, The Jungle (Upton Sinclair, 1905), margarine, the Pure Food and Drug Act (1906), Roller Mills



Session 13, Wednesday, October 2, 2019 – Exam #1

- 50 minutes; will cover material from the first third of the course

No class Friday, October 4, 2019

UNIT TWO: ENCOUNTERS AND EXCHANGES



Session 14, Monday, October 7, 2019 – Making Modern Cuisines

- Brian Cowen, “New Worlds, New Tastes: Food Fashions after the Renaissance,” in Paul Freedman, ed., *Food: The History of Taste* (Berkeley: University of California Press, 2007), 197-232.

Terms to know: beef (in Japan), café, champagne, feijoada, *Food and the Races* (1896), gastronomy, nationalism, restaurant, *The Physiology of Taste* (Anthelme Brillat-Savarin, 1826)

Session 15, Wednesday, October 9, 2019 – Food and Empires

- Marcy Norton, “Tasting Empire: Chocolate and the European Internalization of Mesoamerican Aesthetics,” *The American Historical Review* (2006) 111:3, 660-691.

Terms to know: banh mi, curry powder and chutney, pho, sahibs / memsahibs, tropical medicine, Vietnamese coffee, *White Man’s Burden* / mission civilisatrice, Young Bengal

Session 16, Friday, October 11, 2019 – Discussion Section

- We will divide into two groups and discuss all readings and class material since the last discussion section.

No Class Monday, October 14, 2019

Session 17, Tuesday, October 15, 2019 – Food and Race

- Maurice M. Manring, “Aunt Jemima Explained: The Old South, the Absent Mistress, and the Slave in a Box,” *Southern Cultures* 2:1 (1995), 19-44.

Terms to know: Aunt Jemima, Betty Crocker, Blackfeet Indian Reservation, Carolina rice, cornbread, hominy, Meat vs. Rice: American Manhood against Asiatic Coolieism (1902), nixtamalization, The Irish Servant Girl, Zip Coon



Coax as long as they might, guests at Colonel Higbee's plantation never could get from Aunt Jemima the flavor secret of those wonderful pancakes.

Session 18, Wednesday,
October 16, 2019 –
Migrant Cuisines

- Donna R. Gabaccia, “Immigration, Isolation, and Industry” in *We Are What We Eat: Ethnic Food and the Making of Americans* (Cambridge, Mass.: Harvard University Press, 1998), 36-63.

What Aunt Jemima would never tell them...she got her matchless flavor with a blend of four flours

Wheat, corn, rye and rice flours were blended in the treasured Aunt Jemima recipe to give the tenderest, best-tasting pancakes anyone ever had.

Today, Aunt Jemima Pancake Mix is faithful to that recipe. It's produced now, of course, with all the advantages of modern milling methods.

Over the years as other pancake mixes have come and gone, none ever made pancakes with such flavor as the Aunt Jemima brand. Really, it's true: You can't duplicate in a homemade batter or get with any other mix the matchless flavor of Aunt Jemima pancakes. For a special treat team up that flavor with fresh asparagus in the delightful springtime way shown here.

ASPARAGUS ROLL-UPS. Prepare pancakes according to Delmar recipe on the Aunt Jemima package. Roll each hot pancake around several spears of cooked asparagus. Serve with cheese sauce. Gratin each roll-up with a strip of pimento or sprinkle with paprika.

Terms to know: Cantonese Food, Chinese, Italian, and Mexican Restaurants, "ethnic succession," food deserts, lefse, National Research Council's Committee on Food Habits, "soul food," United States Navy

No Class Friday, October 18, 2019

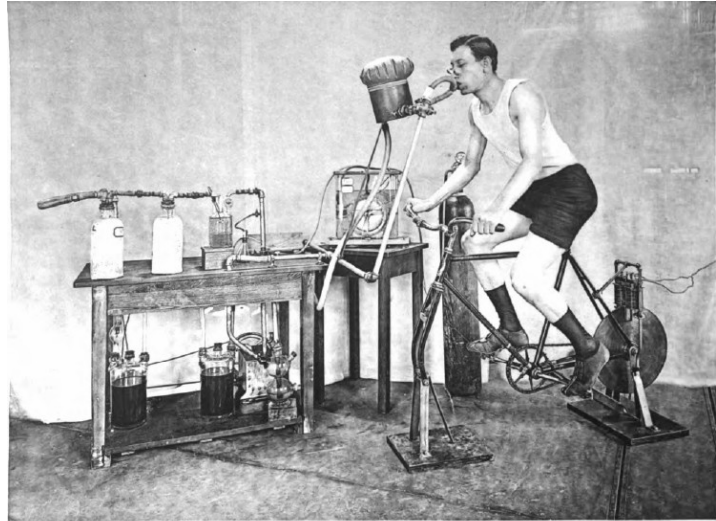
Session 19, Monday, October 21, 2019 – Family Recipes / The HI343 Cookbook

- Sometime in the weeks leading up to this class, reach out to a family member by phone or e-mail to obtain a family recipe – ideally, a dish that has strong family associations for you. Write down this recipe as closely as you can – in a standard recipe format, if that seems right, or in more narrative form, if that captures the spirit of the recipe better.
- Think through some important big picture questions. What is this food? What associations does it have for you? When was it served in your family? At holidays or other family gatherings? What parts of your family story, if any, can be found in the recipe itself? Did the person telling you the recipe give you any lore, information, or beliefs about the recipe? How might the recipe have changed over time? What changes might you make to the recipe to better suit your own tastes, location, or beliefs about health and diet?
- Consider the historical arguments that we have encountered in the past weeks: to what degree is this family recipe connected to broader histories of imperialism, race, and migration?
- Using your phone, webcam, or other camera, film an introduction to this recipe (this may or may not include cooking the recipe). Then, **using Adobe Premiere Rush or Premiere Pro, craft a sixty to ninety-second introduction to the recipe.** Your video should include titles, transitions, and graphics that help splice together your footage. Aim for a punchy narrative, and choose a style that fits your own personal communication style.
- Upload the recipe and your video introduction to our Tumblr by **5:00 PM on Sunday, October 20, 2019.** That evening, spend some time watching your classmates' videos.

Session 20, Wednesday, October 23, 2019 – The Discovery of Nutrition

- Nick Cullather, “The Foreign Policy of the Calorie,” *The American Historical Review* 112, no. 2 (April 1, 2007): 337–364.

Terms to know: William O. Atwater, calorie, calorimeter, chronic disease, food as energy, food supply, Kikuyu, micronutrients, nutrition, "optimal health," public policy,



BICYCLE ERGOMETER AND UNIVERSAL RESPIRATION APPARATUS.

The subject riding bicycle ergometer with an electric brake breathes through a mouthpiece into a current of air passing through a pipe system. The expired air is forced by a rotary blower through sulphuric acid and soda lime to remove respectively carbon dioxide and water. The carbon-dioxide absorbers may be weighed. Measured amounts of oxygen from a cylinder are passed through an accurate meter and introduced as needed.

Session 21, Friday, October 25, 2019 – Discussion Section

- We will divide into two groups and discuss all readings and class material since the last discussion section.

Session 22, Monday, October 28, 2019 – Food, War, and Famines

- Amartya Sen, “Poverty and Entitlements,” “Concepts of Poverty,” “Starvation and Famines,” and “The Entitlement Approach,” in *Poverty and Famines: An Essay on Entitlement and Deprivation* (Oxford: Oxford University Press, 1981), 1–23, 39–51
- *Terms to know:* agricultural collectivization, "alimentary sovereignty" (Benito Mussolini), California, Coca Cola in Europe, Germany's "Turnip Winter," Italy's Invasion of Ethiopia, Marshall Plan, New Deal, the Kitchen Debate (1959), tractors, Ukraine Famine

Session 23, Wednesday, October 30, 2019 – Food and Nationalism

- Arjun Appadurai, “How to Make a National Cuisine: Cookbooks in Contemporary India,” *Comparative Studies in Society and History* 30 (1988): 3–24.
- *Terms to know:* Bengal Famine, hunger marches, "national cuisine,"

Session 24, Friday, November 1, 2019 – The Green Revolution

- Nick Cullather, “Mexico's Way Out,” in *The Hungry World: America's Cold War Battle Against Poverty in Asia* (Cambridge: Harvard University Press, 2011), 43–71.

Terms to know: Ethiopian famines, Green Revolution, hybrid seeds, Norman Borlaug, PL480, price interventions, Rockefeller Foundation

Session 25, Monday, November 4, 2019 – Grocery Store Scavenger Hunt

- In the weeks leading up to this class, take a trip to one of the many specialty / international grocery stores within a mile or so radius of campus. Options include:
 - Turkuaz Market (Turkish, 16 Brighton Ave, Allston)
 - Elsol Food Market (Mexican, 353 Chelsea St., Boston)
 - Syrian Grocery Importing (Arabic, 270 Shawmut Ave., Boston)
 - Kaba African Market (African, 29 Roxbury St., Roxbury)
 - The Butcherie (Jewish / Kosher, 428 Harvard St., Brookline)
 - Bazaar (Eastern European, 1432 Beacon St., Brookline)
 - Greek International Food (Greek, 5204 Washington St., West Roxbury)
 - H-Mart (Asian, 581 Massachusetts Ave., Cambridge)
 - Salumeria Italiana (Italian, 151 Richmond St., Boston)
 - Shalimar (South Asian, 571 Massachusetts Ave., Cambridge, MA)
 - Super 88 (Asian, 1095 Commonwealth Ave., Boston)
- Spend some time browsing the aisles, looking for goods that are unfamiliar to you. Buy one item – an ingredient, piece of produce, a spice, a sauce, or anything that is not a finished dish. Before you take it home, note where the object is in the market. What is it next to? How is it displayed? Is it one of a kind, or are there other items like it? Take some time with the item back at home before beginning to research. Open it, smell it, taste it, and write as comprehensive and clear a description of the item as you can.
- When you are done with this description, research this item. What is it? Does it have multiple names? What is it used for? Who eats it, when, and why? What transformations has it undergone in its creation – has it been changed by heat, air, fermentation or preservation? What is the supply chain that has brought it to Boston? How might this object differ in its presentation in the U.S. than in its “home” region?
- Prepare something to eat with your item. It can be very simple, or very complicated, depending on your preferences / kitchen status / etc. What do you learn as it is cooked or prepared or transformed, and what does the final product smell, taste, feel like?
- Record yourself using your phone’s voice recorder in the store – adding some ambient store sounds – and some of your thoughts as you research.
- **Compile your recordings into a mini-podcast, (75 seconds) using Adobe Audition.** Use a clip of appropriate music, the ambient sounds you have collected, and your own thoughts to guide your listeners through your discovery process. Connect your podcast to at least one of our readings and the historical argument within.
- Upload your podcast to our class Tumblr by **Sunday, November 3, 2019, at 5:00 PM**, and later that evening, browse through your classmates’ submissions in preparation for Monday’s discussion.

Session 26, Wednesday, November 6, 2019 – Exam #2

- 50 minutes; will cover material from the second third of the course

UNIT THREE: FOOD POLITICS



Session 27, Friday, November 8, 2019 – Fast Food

- William Finnegan, “Dignity: Fast-Food Workers and a New Form of Labor Activism,” *The New Yorker*, September 15, 2014, <http://www.newyorker.com/magazine/2014/09/15/dignity-4>
- Eric Schlosser, “Why the Fries Taste Good,” *Fast Food Nation: The Dark Side of the All-American Meal* (Boston: Mariner Books, 2012), 111-132.

Terms to know: Burger King, Harvey House, Jose Bove, McDonalds in Asia, McDonalds Libel Case, Ray Croc, Taylorism

Session 28, Monday, November 11, 2019 – Eating Animals

- Peter Singer, “Animal Liberation,” *New York Review of Books* 20:5 (April 5, 1973).
- Massachusetts Minimum Size Requirements for Farm Animal Containment, Question 3 (2016), [https://ballotpedia.org/Massachusetts_Minimum_Size_Requirements_for_Farm_Animal_Containment,_Question_3_\(2016\)](https://ballotpedia.org/Massachusetts_Minimum_Size_Requirements_for_Farm_Animal_Containment,_Question_3_(2016))

Terms to know: cage-free eggs, ethical consumerism, GMOs (Genetically Modified Organisms), veal, veganism, vegetarianism

Session 29, Wednesday, November 13, 2019 – Too Fat, Too Thin

- Joan Jacobs Brumberg, “‘Fasting Girls’: Reflections on Writing the History of Anorexia Nervosa,” *Monographs of the Society for Research in Child Development* 50, no. 4/5 (January 1, 1985): 93–104.
- Marion Nestle, “From Eat More to Eat Less,” *Food Politics: How the Food Industry Influences Nutrition and Health, Revised and Expanded Edition* (Berkeley: University of California Press, 2007), 31–50.

Terms to know: anorexia nervosa, BMI (Body Mass Index), bulimia (bingeing / purging cycle), dysmorphia, etiology, food refusal / hyperactivity, HFCS (High Fructose Corn Syrup), obesity, trans fats, Victorian domestic life

Session 31, Friday, November 15, 2019 – Revolutions and Identity

- Frances Moore Lappé, *Diet for a Small Planet* (New York: Ballantine, 1971), selections.
- Alison Leitch, “Slow Food and the Politics of Pork Fat: Italian Food and European Identity,” *Ethnos* 68:4 (2003), 437–462.

Terms to know: crisis (media, nostalgia, scale, the Accountant / Frugal Parent, the Boycotter, the Patriot, the Pleasure Artist, the Survivalist, the Yeoman Farmer / The Utopian Communist, the Yogi

Session 31, Monday, November 18, 2019 – Carrying Food

- On Friday, November 8, you will be given a small piece of “food” to carry with you throughout the week. Seriously – carry it with you throughout the week, wherever you go. Snap a picture of it with your cell phone somewhere interesting (or mundane).
- Take it with you to other classes, to work, to practice, to a party. Observe what kind of questions you get about this food. Think about its origins or “provenance,” what cultural, political, or economic forces helped to create it, and how it gets from field or factory to the plate or bag or wrapper or bowl. Consider how this food might look to an alien observer. Are people's responses conditioned by some of the shifting values or orientations we have encountered in the historical readings?
- When possible and appropriate, film yourself with your object. When someone asks you about it, film the encounter. Film your object in new locations, and host an impromptu discussion or several with acquaintances or classmates or friends as you discuss the object. Film that, too.
- When you have a good corpus of raw footage, **craft a one-minute video using Adobe Premiere Rush or Premiere Pro recounting your food's “journey.”** Your video should include titles, transitions, and graphics that help splice together your footage. Aim for a punchy narrative, and choose a style that fits your own personal communication style.
- Upload your video to our class Tumblr by **5:00 PM on Sunday, November 14**



Session 32, Wednesday, November 20, 2019 – Film Screening, *Unser Tglich Brot* (dir. Nikolaus Geyrhalter, 2005)

Session 33, Friday, November 22, 2019 – Food Justice: Production

- Seth Holmes, “Segregation on the Farm: Ethnic Hierarchies at Work,” in *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States* (Berkeley: University of California Press, 2013), 45-87.

Terms to know: capitalism, capture, childhood malnutrition, consumer sovereignty, farm subsidy, hegemonic, inputs, junk food, NAFTA, petroleum, structural adjustment

Session 34, Monday, November 25, 2019 – Food Justice: Consumption

- Janet Poppendieck, “Food Fights: A Brief History,” in *Free for All: Fixing School Food in America* (Berkeley: University of California Press, 2010), 46-83.

Terms to know: golden rice, locavore, organic food, Slow Food Movement,

Session 35, Monday, December 2, 2019 – Discussion Section

- We will divide into two groups and discuss all readings and class material since the last discussion section.



Session 36, Wednesday, December 4, 2019 – Wrap-Up: The Future of Food, Part I

- David Yaffe-Bellany, "The Fish Is Boneless. (Fishless, Too)." *The New York Times*, July 10, 2019, <https://www.nytimes.com/2019/07/10/business/fake-fish-impossible-foods.html>
- Charles C. Mann, "Can Planet Earth Feed 10 Billion People?" *The Atlantic*, March 2018, <https://www.theatlantic.com/magazine/archive/2018/03/charles-mann-can-planet-earth-feed-10-billion-people/550928/>

Session 37, Friday, December 6, 2019 – Wrap-Up: The Future of Food, Part II

- Warren James Belasco, "The Modernist Future," in *Meals to Come: A History of the Future of Food* (Berkeley: University of California Press, 2006), 166–218
- Rachel Laudan, "A Plea for Culinary Modernism: Why We Should Love New, Fast, Processed Food," *Gastronomica: The Journal of Food and Culture* 1, no. 1 (February 1, 2001): 36–44.

Terms to know (for December 4 and 6): Anthropological Fix, Frankenstein, relocalization, seasonality, smart farms and kitchens, Sylvester Graham, technological Fix, test tube meat, Impossible Burger, Soylent

Session 38, Wednesday, December 11, 2019 – Exam #3

- 50 minutes; will cover material from the last third of the course