



Course Syllabus - REVISED Jan 31 Hist 1106 Food: A North American History

Lectures: Thursday, 12:30-2:20 in A137

Seminars: Tuesday, 12:30-1:20 OR 1:30-2:20 in A256

Cooking Classes (see below): Meeting Rm, Governor's House

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Office Hours: Tue 10:30-noon, Thu 2:30-4 or drop by or make an appointment.

History Department on Social Media:

<http://twitter.com/NipUHistDept>

<https://www.facebook.com/NipUHistDept>

https://www.youtube.com/channel/UC29J_md6aqDpc-PmjQ3ZF2A

Food: A North American History

Eat food.

Not too much.

Mostly plants.

- Michael Pollan

Anyone can cook!

- Chef Gusteau (in Brad Bird's *Ratatouille*)

Introduction to the Course

Why are you eating that? Eating connects us - to the earth, to the plants and animals that live on it, and to the people who produce our food. It connects us, above all, to the people who came before us who decided what was good food and how to make it. This course will not tell you what to eat. It will tell you where pizza came from, how white bread transformed the central plains of North America, and how pancakes were used to fight back against exploitation. We will explore how food is grown, cooked, and eaten in North America, why religions and cultures eat the way they do, and why so much of our food now is not so good for us or for the planet. Also, we will cook and eat (good) food.

Course Outline & Structure

Hist 1106 combines lectures with seminars and skills workshops. Lectures are a chance for us to learn together as a community, but they do require that you think about lecture material, ask questions of things you do not understand or are curious about, and take detailed notes. Pointing out (politely, respectfully) areas of disagreement with the lecturer is especially encouraged.

A weekly seminar provides a forum for students to learn through reading, discussion, and debate, and to begin to understand history how historians make history. All seminar classes will proceed through discussion and debate of the arguments, sources, and methods in the assigned texts. Therefore, it is *absolutely essential* that you carefully and thoughtfully read all assigned material and arrive at class prepared for discussion. If you think you will have problems speaking up in class you should come to see the instructor. There are a number of things we can do to make it easier for you to participate.

Workshops – taking place periodically in place of the weekly seminar – will help students to develop essential writing and research skills.

Texts and Communications

Assigned Texts

Required:

- *Hist 1106 Course Reader*. Available at Print Plus.
- Pilcher, Jeffrey M. *Food in World History*. New York: Routledge, 2006. Available at the bookstore.
- Cooking Classes: Costs of food for the cooking class is considered to be a course material cost in this class. In past classes this has come to \$30-45, split between the group members presenting..

Website

The Hist 1106 class website will contain the syllabus, lecture outlines, and other selected course materials. It is available at <http://faculty.nipissingu.ca/jamesm/hist-1106-food-a-north-american-history/>. The password is 1106A137 (in other words, the course code and the room where we meet).

E-mail Communication

I am happy to communicate with you via e-mail to make an appointment, or if you have questions about the course. I will respond to your e-mail as quickly as possible, usually within 24 hours, unless it is the weekend. In return I ask that you use proper e-mail etiquette. This includes clearly indicating the course number and the nature of your inquiry in the subject line, and addressing the person you are e-mailing with respect by using proper titles and salutations. For example, Dear Dr. Murton. I also encourage you to raise questions in seminars, lectures, and during office hours.

To avoid misunderstandings and to learn how to correspond properly and respectfully please read Howard Gutman, "Toward E-Mail Rules of Engagement," *FDUMagazine Online*, Summer/Fall 2004, http://www.fdu.edu/newspubs/magazine/04su/email_rules.htm, accessed Aug 19, 2010.

Marks and Assignments

Assignment	Weight	Due Date
Cooking Class (oral, group assignment)	15%	Varies
My Family Recipe	5%	Jan 31
Experiential Learning Reflection	10%	Feb 28
Food & Power	20%	Mar 28
Final Exam	30%	TBA
Seminar Participation	20%	Weekly

Assignments

Cooking Class

In this assignment, a group of students will research, present on the history of, and actually prepare and serve a dish. A cooking classes caps off each of the sections of the course, each of which is focused on a separate food. Lectures will outline the larger historical context in which this particular dish or food appeared; students will explain the dish itself, from what goes into it to where it came from to why it might have become popular. As such this assignment is central to the course and is to be taken very seriously.

You will answer the following questions:

- What does this food taste like (you will answer this question by preparing and serving the dish)?
- Why does it taste the way it does?
 - What are the ingredients?
 - How is it prepared?
 - Why these ingredients?
 - Why this method of preparation? What other methods of preparation were used in the past?
 - Is the ingredients/method you've used here a genuine historical ingredients/method (more or less) or is it a contemporary ingredients/methods, and if the latter, how does it differ from historical methods and why?
- Who ate this food, where and why?
- Why might people in the past have enjoyed eating this food? Consider both biological (ie, it has lots of fat) and cultural (it reminded them of home; they ate it in a social environment) factors.

Students will be graded on the content and presentation of their talk; you will also receive marks for properly prepared food. Presentations must be accompanied by a handout or powerpoint presentation, which must contain a bibliography. The handout or powerpoint must be handed in to the instructor and will be distributed to the class as a whole. For each cooking class a book has been put on reserve at the library.

Students must show that they have consulted this book in the preparation of their presentation. Web sources and other non-scholarly sources may be used but information obtained from such sources must be backed up by scholarly, peer-reviewed sources.

My Family Recipe Paper (2 – 3 pages)

This assignment is mainly designed to help you develop your writing skills while also considering issues of the historical, cultural and environmental sources of food that are central to the course. Find, perhaps in discussion with a parent, grandparents, or other family members, a family recipe or family food tradition. In proper essay format, discuss the origins of the recipe/tradition, the content of the recipe/tradition, and why this particular food was adopted by your family. Use basic secondary sources to explain the historical context (your one and only chance to use Wikipedia in university!) and reflect on how the event has affected your life or your family's life. The paper must focus on a single story and be drawn together with a clear theme. Include a bibliography and footnotes to any published sources you might consult.

Experiential Learning Reflection Paper (4 – 5 pages)

For this assignment you will visit (outside of class time) the North Bay Farmer's Market. You will then write a short, 4-5 page reflection paper on your experience. Answer the following questions in the form of a properly structured essay. What struck you most about the market and the people there? What sights, sounds, and sensations, did you experience, and how did these differ from other ways of getting food? How is the market trying to provide an alternative to industrial culinary systems, and how effective is it in doing so?

Writing Assignment 3: Food & Power (5 – 6 pages)

In a fit of desperation, you apply for a job at a fast food restaurant, even though you have grave moral and environmental concerns about the fast food industry. In a couple of weeks the restaurant texts you with a job offer, and requests an answer to its offer, in writing, within 2 days. In the meantime, though, you've been offered a much better job (it pays the same as fast food but the work is much more to your taste). Write back to the restaurant, explaining that you are rejecting their job offer because of your concerns with the social, health, and environmental problems associated with industrial and fast food. Since you don't want to burn any bridges, you should also acknowledge the achievements of industrial culinary systems and the fast food industry in particular. Draw on course material from preceding weeks, including cooking classes. Include a bibliography and footnotes to any sources you consult.

Final Exam

The final exam will be sat in the exam period. It will test your understanding of all material presented in the class.

Seminar Participation

Participation in seminar discussions is required and will be graded. Students will be graded on their level of preparation in the seminar, their understanding of the material, their ability to engage with ideas being discussed and their ability to respond constructively to the ideas of fellow students. The quality of your ideas and presentation is much more important than the amount that you talk. That said, I cannot give

you a mark if you say nothing. As noted above, if you think you will have trouble speaking up in class please talk with your seminar instructor.

As part of the seminars all students will also be expected to attend one History Department Seminar Series public talk. Details in class. You may also substitute another academic talk, but it must be pre-approved by the instructor.

Submitting Assignments

Assignments should be typed and double-spaced, and must be handed in at the lecture on the due date. You **MUST** include all your research notes with your assignment.

Notes: please retain in your possession all the notes and drafts you created in the preparation of your assignments. Hold on to them throughout the academic year – even after all assignments have been marked and returned to you. If there is a question about the authorship of a paper, or if it is lost, these materials are your essential backup. Be sure as well to keep a copy of each assignment until the graded assignment is returned to you. Please hang onto the graded assignment until the end of the year as well.

Late Policy

Assignments are due on the due date. Late assignments will be penalized 5% per day (weekends will count as one day). Extensions must be arranged with the instructor **AT LEAST ONE WEEK** prior to the assignment due date. Assignments handed in more than 10 days after the due date will receive a grade of zero.

Research and Writing

Essay Writing Guidelines

- Thesis Statement: You **MUST** have one key sentence in the first paragraph of your essay that outlines the argument of your paper. Note the difference between stating a topic (“this paper will consider the origins of worker’s rights in Canada...”) and stating a thesis (“this paper will argue that it was the struggle of ordinary workers that led to the establishment of worker’s rights in Canada...”).
- Major Points: Your thesis should be supported with a series of major points. These points often appear as topic sentences leading off paragraphs. There should be progression in your argument as well – in other words, the order of points matters.
- Evidence: Key historical dates, names, events, and ideas that support your argument need to be incorporated. Facts and details matter!
- Style: Writing style is important. Think about your sentence and paragraph structure, check spelling, and observe the required elements of a history essay (footnote style, page numbers, double-spacing). Always have someone edit your paper.

- Creativity: Creativity and insight typically make the difference between a good paper and a great one. Develop your own ideas and make connections between issues.

Resources

Assignments in this course must be based on scholarly, peer-reviewed sources. Non-scholarly, non-peer reviewed sources (such as encyclopedias, textbooks, newspapers and web pages) may be used for general information and background.

Indexes of Journal Articles and Book Reviews

Indexes to journal articles list all journal articles and book reviews printed in most scholarly journals in a certain area of scholarship. The major index for Canadian & American history is *America: History and Life*. Many students search the JSTOR database of journal articles – note that JSTOR only covers certain journals and *does not include most Canadian journals*.

Major Journals in Canadian & US History:

Canadian Historical Review.....the flagship journal of Canadian history
Journal of American Historyone of the two flagship journals in American history
American Historical Review.....one of the two flagship journals in American history

Major Journals in North American Food History

Cuizineonline Canadian journal of food history
Food and Foodwaysan interdisciplinary US journal with a historical focus

You will of course find many useful scholarly, peer-reviewed books in the library. For guidance, use the footnotes and bibliographies of assigned articles. Note as well the authors you are assigned to read – these are generally important scholars – and see what other published works they have that may be useful. More information is available on my web page.

Referencing

All scholarly work must include full and proper citations, in which you acknowledge the source of any *arguments, opinions, statistics, or exact quotes* that you include in an essay. Footnote/endnote style referencing (commonly called “Chicago Style”) must be used in this course. For information on, and examples of, Chicago style see the Rampolla guidebook or follow the links under “Chicago/Turabian Style” on the library website: <http://www.eclibrary.ca/library/HDI-cite-sources>.

Grammar & Writing

Clear, forceful writing and good grammar are essential skills in life as well as in this course. We will discuss writing in workshops. You should also pay close attention to the comments of your instructor on your written work. A comprehensive online student writing resource is OWL (The Online Writing Lab) at Purdue University: <http://owl.english.purdue.edu/owl>. A good set of basic guides to grammar and referencing can be found at the Queen's University Writing Centre: <https://sass.queensu.ca/onlineresource/topics/#WC>. Students having trouble with writing should be sure to visit their instructor, the Academic Skills Centre, or the drop-in writing clinics in the library (which are staffed by profs).

University Grading Standards (from the Academic Calendar)

"A" - (80-100%)

"B" - (70-79%)

"C" - (60-69%)

"D" - (50-59%)

"F" - (0-49%)

"A" indicates Exceptional Performance: comprehensive in-depth knowledge of the principles and materials treated in the course, fluency in communicating that knowledge and independence in applying material and principles.

"B" indicates Good Performance: thorough understanding of the breadth of materials and principles treated in the course and ability to apply and communicate that understanding effectively.

"C" indicates Satisfactory Performance: basic understanding of the breadth of principles and materials treated in the course and an ability to apply and communicate that understanding competently.

"D" indicates Minimally Competent Performance: adequate understanding of most principles and materials treated in the course, but significant weakness in some areas and in the ability to apply and communicate that understanding.

"F" indicates Failure: inadequate or fragmentary knowledge of the principles and materials treated in the course or failure to complete the work required in the course.

Academic Dishonesty

Academic dishonesty includes cheating and plagiarism. The definition of cheating is fairly straightforward. The following information on plagiarism is offered to clear up any possible confusion. We advise you to read the section of the university calendar dealing with academic dishonesty and come to us if you have any questions or concerns.

The university calendar defines plagiarism as follows:

“Essentially, plagiarism involves submitting or presenting work in a course as if it were the student’s own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work.
- b) parts of the work (e.g. phrases, ideas through paraphrase or sentences) are taken from another source without reference to the original author.
- c) the whole work (e.g. an essay) is copied from another source and/or
- d) a student submits or presents a work in one course which has also been submitted or presented in another course (although it may be completely original with that student) without the knowledge or prior agreement of the instructors involved.”

Penalties range from a grade of zero on the assignment concerned to expulsion from the university. Students should be warned that we take a very dim view of plagiarism and will pursue the maximum possible penalty against anyone suspected of it.

Hist 1106 Food: A North American History

Lecture and Seminar Schedule (REVISED Jan 31 with page numbers in Course Reader)

Note: Most readings are available in the Hist 1106 course reader (indicated by “CR” following the author’s last name and article title) but there are also links to web-based materials on the class webpage. Don't miss these.

PART I: APPETIZERS (INTRODUCTION)

<i>Week</i>	<i>Date</i>	<i>Class Topic</i>	<i>Readings</i>
1 Seminar (S)	Jan 8	Cancelled	
1 Lecture (L)	Jan 10	Introduction	
		Food as History	Lecture Reading (LR): Pilcher, Introduction
2 S	Jan 15	Workshop: Making Sense of the Past	Seminar Reading (SR): Episode 1 & Episode 2 , <i>Victorian Bakers</i> . BBC Television, 2016. YouTube. Class webpage. Question: What factors (poverty, technology, taste, etc) shaped how bread was made and what sort of bread people ate in Victorian Britain? How and why did these change from the early to the mid-Victorian period?
2 L	Jan 17	Hunting, Fishing, Agriculture	
		Food: Local vs Trade	
3 S	Jan 22	Seminar: Food in Pre-Colonial America	SR: Course Reader (CR), pp. 1-20 - Albala, 57-60, CR. - From “Karihwa’onwe—The Original Matters,” in <i>The Clay We are Made Of</i> , CR. Question: What kind of foods did the indigenous people of North America eat?
3 L	Jan 24	Taste	

PART II: TEA (THE STAPLE FOOD OF BRITISH COLONIALISM)

<i>Week</i>	<i>Date</i>	<i>Class Topic</i>	<i>Readings</i>
4 S	Jan 29	Workshop: Presenting Food History	SR: CR, pp. 21-43 - Haley, "The Nation Before Taste: The Challenges of American Culinary History," CR. Question: Why is it impossible, according to Haley, for us to taste the past?
4 L	Jan 31	The Columbian Exchange	
		Tea, Coffee, and Sugar	LR: Pilcher, Introduction to Part I and Chaps 2-3
<i>Week</i>	<i>Date</i>	<i>Class Topic</i>	<i>Readings</i>
5 S	Feb 5	Seminar: Colonialism, Resettlement, and Food	SR: CR, pp. 44-65 - Traill, 111-13; 140-53, CR. - Albala, 70, 71, CR. Question: How did colonialism affect what foods people ate? Was food a tool of colonialism?
5 L	Feb 7	Cooking Class: Tea	<i>Reminder: All cooking classes take place in the Meeting Room, Governor's House.</i> LR: Pilcher, Chap 4

Part III: Chop Suey & Pizza (Ethnic Foodways)

<i>Week</i>	<i>Date</i>	<i>Class Topic</i>	<i>Readings</i>
		Food & Industrialization	LR: Pilcher, Chap 5, pp. 42-5 and Chap 6
6 S	Feb 12	Seminar: Industrial Foodways	SR: CR, pp. 66-92 - Albala, 76, 78, 80-82, CR. - Extracts from <i>The Market Assistant</i> , CR Question: How did industrial food and culinary systems differ from pre-industrial food and culinary systems?
6 L	Feb 14	Migrations	
		Ethnic Food. Film: <i>Big Night</i> .	LR: Pilcher, Chaps 7-8

	Feb 18-22	Study Week (no classes)	
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<i>Week</i>	<i>Date</i>	<i>Class Topic</i>	<i>Readings</i>
7 S	Feb 26	Seminar: Ethnic Food	SR: CR, pp. 93-108 - Albala, 65, 69, 74, 75, 85, CR. Question: Why did different nations eat different foods?
7 L	Feb 28	Cooking Class: Chop Suey	LR: Pilcher, Chap 9
		Cooking Class: Pizza	
8 S	Mar 5	Workshop: Writing Papers in History	SR: CR, pp. 109- 116 - Strunk & White, Sec V, 1-7 & 16, CR. Question: How can I make my writing more effective and interesting?

Part IV: Finnish Pancakes (Working-Class Food)

<i>Week</i>	<i>Date</i>	<i>Class Topic</i>	<i>Readings</i>
8 L	Mar 7	New Ontario	
		Food, Solidarity and Working-Class Resistance	
9 S	Mar 12	Seminar: Working-Class Food	SR: CR, pp. 117-148 - DeLottinville, “Joe Beef of Montreal: Working-Class Culture and the Tavern,” CR. Question: Why was Joe Beef’s important?
9 L	Mar 14	Cooking Class: Finnish Pancakes	

Part V: Mexican Food (Indigenous Food)

<i>Week</i>	<i>Date</i>	<i>Class Topic</i>	<i>Readings</i>
		Mexico	
10 S	Mar 19	Seminar: Indigenous Food	SR: TBA
10 L	Mar 21	Agri-Food	

Part VI: Hamburgers & Hot Dogs (Fast Food)

<i>Week</i>	<i>Date</i>	<i>Class Topic</i>	<i>Readings</i>
		McDonaldization, or, the Power of Fast Food	LR: Pilcher, Chap 11
11 S	Mar 26	Seminar: Fast Food	SR: CR, pp. 149-167 <ul style="list-style-type: none"> - Extract from <i>Grinding it Out: The Making of McDonald's</i> - Pollan, "The Processing Plant" and "The Consumer: A Republic of Fat," CR. <p>Question: What is Pollan's critique of fast and processed food?</p>
11 L	Mar 28	Cooking Class: Tacos	
		Cooking Class: Hamburgers	LR: Pilcher, Chap 12
12 S	April 2	Seminar: New Food Movements	SR: CR, pp. 168-194 <ul style="list-style-type: none"> - Extract from <i>Diet for a Small Planet</i>, CR. - Patel, from "Introduction," in <i>Stuffed and Starved</i>, CR. - Pollan, from <i>In Defense of Food</i>, CR. <p>On Class Webpage:</p> <ul style="list-style-type: none"> - "The Slow Food Manifesto," class webpage. - Vegan Dad, "On Why Veganism is Perfectly Normal"; also read the recipes "Crispy Fried Cauliflower Wingz" and "Wagon Wheel Cake" (or just poke through the recipes on the blog), class webpage. <p>Question: How are new food movements challenging present-day assumptions about, and practices of, food and eating?</p>

12 L	April 4	The Food Landscape Today	
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Part VII: Dessert (Review)

<i>Week</i>	<i>Date</i>	<i>Class Topic</i>	<i>Readings</i>
	April 4	Review	LR: Pilcher, Conclusion