

## Hist 1106: Food: A North American History

### Exam Study Sheet

#### *Terms: Ideas, Places, People*

foodways, culinary systems, hunting and gathering, seasonal round, food security, food sovereignty, cutigens (domesticated plants), maize, teosinte, taste, flavour, starch, foods that are “good to think with”, colonialism, Columbian exchange, tortilla, tamale, Montezuma, Aztecs, creolization, plantation, sugar cane, coffee, coffee house, “drug foods”, tea, British East India Company, industrial revolution, disassembly line, dressed beef, canning, grain elevator, grading, milling, Heinz 57, A&P economy stores, oleomargarine, adulteration (of food), pure food, regional cuisines in colonial US, national foods, ethnic foods, Francisco Bulnes, chop suey, pizza, Chinatown, little Italy, Finnish pancakes, Robinson-Huron Treaty, Robinson-Superior Treaty, Finns (in northern Ontario), working-class culture, industrial unions, Knights of Labor, Lumber Workers Industrial Union, Big Finn Hall, nixamilization, northern borderlands (of Aztec Empire & New Spain), Hispanic people, taco, chili con carne, “Chili Queens”, hard taco, Glen Bell, Bert’s Taco Junction (etc), off-farm inputs, nitrogen fertilizers, Green Revolution, Canadian Wheat Board, “Food for Peace,” high fructose corn syrup, soy, feedlots, postwar (mercantile-industrial) culinary system, fast food, Dick and Maurice McDonald, Ray Kroc, community food security

#### *Part I, Appetizers (Introduction)*

This section introduced major concepts and explored the shift to agriculture.

What are the four factors that shape culinary systems? How does hunting & gathering work as a subsistence strategy? How does food production (agriculture) work as a subsistence strategy and how is it different from hunting and gathering? What are the benefits of agriculture and its drawbacks (particularly, for health and the environment)? What are the five tastes? How is tasted different from flavour? How do cultures figure out what tastes good (or in other words: what are the factors that shape the dishes that cultures adopt?)

#### *Part II, Tea (Colonialism)*

This section considered the nature and history of European colonialism in North America and the importance of food and how it was produced to colonialism.

Look at the learning goals and turn them into questions. So: what is the origin of the culinary system that made tea “taste good”? What is colonialism and what was the role of tea, sugar and coffee in it? What was the Columbian Exchange? How and why were new food traditions created?

*Part III, Chop Suey & Pizza (Industrialization, National Food, Ethnic Food)*

This section considered the industrial revolution and the creation of national and ethnic foods.

Look at the learning goals and turn them into questions.

By the end of this section you should understand:

- The origins of the culinary system that made chop suey and pizza "taste good"
- Specifically, you should understand
  - What the industrial revolution was and why it happened
  - How and why industrialization produced more standardized, pre-produced foods shipped over long distances and the drawbacks of this food
  - How national and ethnic food developed
  - How the French pioneered the idea of national food and fine cuisine

*Part IV, Finnish Pancakes (Working-Class Food; Gender)*

In this section we considered the role of food in shaping class and gender identities, particularly amongst Finns in northern Ontario and the working-class in 19th century Montreal.

Look at the learning goals and turn them into questions.

By the end of this section you should understand:

- The origins of the culinary system that made Finnish pancakes taste good
- Specifically, you should understand:
  - Who the indigenous people of northern Ontario were, the major treaties in northern Ontario, and where settlers came from
  - The role of resource extraction in shaping northern Ontario before World War II
  - How people produced, prepared and consumed food in northern Ontario before World War II
  - Who the Finns are, why they came to northern Ontario, what they did here, and why many of them were politically radical
  - What is meant by working-class culture, how it formed, and what food had to do with it

*Part V, Mexican Food (Indigenous Food. Also: National Food, Ethnic Food, Fast Food)*

In this section we considered Mexican food as an indigenous food that became a common food of the American middle class. We also reviewed national foods, ethnic foods, and anticipated fast food).

Look at the learning goals and turn them into questions:

By the end of this section you should understand:

- The origin of the culinary system that made tacos taste good

- Specifically, you should understand:
  - the three-part social division of New Spain/Mexico and its significance
  - what the “northern borderlands” were and their significance
  - how and why tacos and other indigenous foods were rejected as Mexican foods by the elite
  - how these foods became accepted in Mexico and in the “northern borderlands” (southwestern United States)

*Part VI, Hamburgers (Fast Foods and the Postwar Food Systems)*

Look at the learning goals and turn them into questions:

By the end of this section of the course you should understand:

- The origin of the system that makes the fast food hamburger “taste good”
- Specifically, you should understand:
  - The origins and shape of postwar “industrial agriculture”
  - What the Green Revolution was and how it affected Mexico
  - What the postwar (mercantile-industrial) and contemporary (corporate-environmental) culinary systems worked, how they related to the agriculture of these years, and what sort of foods they produced

### **Final Exam Overview**

The final exam will be in four parts.

In **Part A**, you will be asked to **identify** a set of terms. You must answer in no more than about **twenty (22) words** (about 1.5 lines of typewritten text or **two lines** of handwritten text). Marks will be taken off for answers that are judged to be over the limit. You will be given choice.

**Part B:** You will be given a primary source and asked to analyze it according to the scheme we considered in seminar.

In **Parts C & D**, you will be asked to write short essays. One essay will ask you about how the culinary system of two of the particular dishes we’ve studied. Another will ask you to consider the role of food in one of the major historical developments we’ve considered in class (colonialism, industrialization, ethnicity & migration, working-class & gender identities, postwar industrial culinary systems). You cannot repeat material.

Study materials are available on the class website.