

HIST 303/AMST 301 Food in Modern America
Fall 2017: T/Th, 12:00-1:15, UNIV 217
Course Credit Hours: 3

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The course syllabus and other course materials are posted on Blackboard.

Course Description

This course examines the kitchen as an architectural space, a place of labor and food production, and an arena for technological innovation in modern American history. Cooking and eating reflect cultural sentiments about modernity, progress, ethnicity, and family, and the politics of how society nourishes bodies.

Learning Outcomes

Students will be able to:

- think historically and critically about the cultural consequences of technologies related to eating and food preparation.
- think historically and critically about approaches to the study of American national identity and culture expressed through food.
- appreciate the circumstances and history of kitchen design in relation to raced and gendered identities, home space, and food preparation.
- understand and recognize how assumptions about food production during the late 19th and 20th centuries in the United States reflected notions about labor, modernity, and progress.
- understand the difference between secondary and primary sources. Students will analyze and interpret primary documents related to kitchens, cooking, and food preparation. They also will understand the competing and conflicting nature of historical interpretation.
- sharpen critical reading, thinking, writing, and discussion skills.

Assignments (100 points):

Individual Work

- 15% Homework commentary (5 x 3 points each)
- 25% Individual Final Project - 25 points
- 15% Quizzes (3 x 5 points each)
- 5% weekly discussion, discussion support (including leading a discussion), & participation (includes in-class and online) – 5 points

Group work

15% Chapter & Recipe from *Eight Flavors* – 15 Points

5% evaluation of and by team members - 5 points

15% Cooking Shows – 15 Points

5% evaluation of and by team members - 5 points

Deadlines

8/31	8:00 am	Homework Commentary
9/12		Quiz #1
9/19	8:00 am	Homework Commentary
9/26	8:00 am	Homework Commentary
10/3		Quiz #2
10/17	In class	Questions for Lohman
10/24	8:00 am	Homework Commentary
11/7 & 11/9	In class & 1 week after	Group Presentations
11/14		Quiz #3
11/28	8:00 am	Homework Commentary
12/12	11:59 pm	Final Project

*Group presentation on one chapter from Lohman, TBD

Grade Scale

A 94-100%; A- 90-93%; B+ 87-89%; B 84-86%; B- 80-83%; C+ 77-79%; C 74-76%;
C- 70-73%; D+ 67-69%; D 60-66%; F 0-59%

Course Materials

Articles available as pdfs through Blackboard.

Purchase: Sahra Lohman, *Eight Flavors: The Untold Story of American Cuisine* (New York: Simon and Schuster, 2016).

Variable cost: ingredients to make a recipe from *Eight Flavors*

Useful link:

[Writing Lab at Purdue](#)

Participation

Just showing up is not enough. Your participation grade will reflect your overall participation in class discussions. I will also take into account office visits in which we discuss course material.

Criteria for grading this assignment: frequency of your participation (this includes asking intelligent questions); quality of your comments; your ability to get other students talking by raising questions or debating other students directly; regular and alert attendance.

Policies

Assignments are due at the beginning of class on the day they are due. THERE ARE NO LATE GRADES OR INCOMPLETES. You will need a note from the Dean to explain extenuating circumstances.

Missed classes: You are not eligible for an A with more than 3 absences. You may use your 3 however you wish. Attendance is required by university policy and is expected by me.

Academic Honesty

Student-teacher relationships are built on trust. For example, students must trust that teachers have made responsible decisions about the structure and content of the courses they teach, and teachers must trust that the assignments that students turn in are theirs. Acts that violate this trust undermine the educational process.

In this class, all assignments that are turned in for a grade must represent the student's own work. In cases where help was received, or teamwork was allowed, a notation on the assignment should indicate with whom you collaborated. If you have any questions concerning this policy before submitting an assignment, please ask for clarification.

The following will be considered instances of academic dishonesty: copying a paper from another student; recycling one's own or others' papers from other courses; obtaining part or all of a paper from another source other than your own research without providing quotations and citations; direct quotation from printed, electronic or online sources without providing a citation (including rewording or "patchwork plagiarism"); and the use of specific ideas and interpretations of printed or electronic sources without citation ("theft of ideas"). Any material that you quote should be placed under quotation marks and cited with a footnote or reference immediately following the quoted portion that provides the source. Do not hide plagiarism by quoting material and then adding a vague reference at the end of the text. You may discuss homework assignments with other students, and you may prepare for papers and class with other students, but the writing assignments should be your own work. If you quote any source or even take ideas from that source, the source should be referenced completely. The penalty for plagiarism can be an F in the course.

Copying of class notes: You may make a photocopy of written class notes for friends who have been absent from class for their personal use only. Any wider distribution outside the classroom, such as posting on the Internet or via a list to anyone not in this class, is prohibited and will result in an F in the course.

In case of emergency:

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Here are ways to get information about changes in this course.

Course web page (via Blackboard)

Instructor's email (svostral@purdue.edu)

Instructor's phone (History Department, (765) 494-4132)

Schedule

8/22

Introductions

- Orange juice (Tang clips from You Tube)
- [Tang, 1959](#)
- [Tang, 1966](#)
- [Tang, 1980](#)

8/24

"Modern" Food

- [Impact of Sinclair's 'The Jungle' on Food Safety](#), NPR (1/2/04)
- Jim Barrett, Introduction to *The Jungle* (1-15)
- Upton Sinclair, *The Jungle*, [Chapter 14](#)
- ["How to Butcher an Entire Cow"](#) *Bon Appétit*

8/29

Cookbooks & Recipes

- Barbara Ketchan Wheaton, "Cookbooks as Resources for Social History," ch. 13 in *Food in Time and Place: The American Historical Association Companion to Food History*, eds. Paul Freedman, Joyce Chaplin and Ken Abala (University of California Press, 2014): 276-299.
- Listen: [Searching for Rosa Parks' Pancakes](#), The Sporkful
- **Homework**

8/31

Food and Stereotype

- Manning, M. M. "The Mammy," in *Slave in a Box: The Strange Career of Aunt Jemima* (University of Virginia Press, 1998).
- [Episode 597: The Jemima Code, The Splendid Table](#)
- **Homework**

9/5

Technology

- Ruth Schwartz Cowan, *More Work for Mother*, ch. 4.

- [3D printed food](#)
- [In Class: Feeding America, food tools](#)

9/7

Early American Foods & Flavors

- Lohman, Flavor 1: Black Pepper
- Listen: Pigs & Pork, ["The Whole Hog,"](#) Gastropod
- In Class: [Feeding America, Glossary](#)

9/12

Technology

- Shelley Nickles. "'Preserving Women': Refrigerator Design as Social Process in the 1930s," *Technology and Culture*, Volume 43, Number 4, October 2002.
- In Class Video: "Tupperware!" The American Experience, PBS
- [Tupperware World Headquarters](#)

- Quiz

9/14

Flavor and Imitation

- Lohman, Flavor 2: Vanilla
- Listen: [Act 1: "Dead Ringer," Doppelgangers,](#) This American Life

9/19

Technology

- Suellen Hoy, "The Garbage Disposer, The Public Health, and the Good Life," *Technology and Culture*, Vol. 26, No. 4 (Oct., 1985), pp. 758-784.
- Bill Hammack, ["The Greatest Discovery Since Fire"](#)
- Bring to class a gadget or an image of gadget for "love it, leave it" and why
- Discussion: How Users Matter
- Homework

9/21

Plant Chemicals: Capsaicin & Caffeine

- Flavor 3: Chili Powder
- [Caffeine: The Worlds' Most Popular Drug,](#) Gastropod

9/26

Gender Representation

- Jessamyn Neuhaus, *Manly Meals and Mom's Home Cooking: Cookbooks and Gender in Modern America* (Johns Hopkins University Press, 2003), chap 8.
- ["The Big Picture: How Food Photos Have Told Our Story over the Decades,"](#) The Salt, NPR
- [Betty Crocker](#)

- [Weber Grill](#)
- Watch: [Back in Time for Dinner - 1950s](#)
- Homework

9/28

Outsourcing Flavor & Labor

- Lohman, Flavor 4: Curry Powder
- Listen: [Inventing the Restaurant: from Bone Broth to Michelin](#), Gastropod
- Listen: [Dining Out at the Dawn of the 1900s](#)

10/3

Julia Child

- Joanne Hollows, "The Feminist and the Cook: Julia Child, Betty Friedan and Domestic Femininity," in Lydia Martens, *Domestic Cultures and the Commercialisation of Everyday Life* (Routledge, 2007): 33-48.
- [Julia Child's Kitchen](#)
- Watch: [Julia Child: An Appetite for Life](#)
- Quiz

10/5

Selling Asia

- Lohman, Flavor 5: Soy Sauce
- Listen: [A Sweet Surprise Awaits You](#), 99% Invisible

10/10 No Class. Fall Break.

10/12

Cooking Shows

- Cheri Ketchum, "The Essence of Cooking Shows: How the Food Network Constructs Consumer Fantasies" *Journal of Communication Inquiry*, Vol. 29, No. 3, 217-234 (2005).
- ["TV Cooking Shows: The Evolution of a Genre"](#)
- Discuss group project

10/17

*Guest: Author Sarah Lohman

Bring 3 questions about Eight Flavors to class

10/19 – Meet with groups for project & submit progress report.

10/24

Authenticity and Identity

- Martin Manalansan, "Beyond Authenticity: Rerouting the Filipino Culinary Diaspora," in *Eating Asian American* (NYU Press, 2013).
- Listen: [The Sporkful, "Other People's Food Pt. 1: White Chef, Mexican Food"](#)

- [Don't Call it the New Ramen](#)
- Homework

10/26 –Meet with groups for project & submit progress report.

10/31

Anti-Cookbooks

- Sherrie Inness, "'All Those Leftovers Are Hard on the Family's Morale': Rebellion in Peg Bracken's *The I Hate to Cook Book*," ch. 3 in *Secret Ingredients: Race, Gender, and Class at the Dinner Table*
- ["Irreverant Cookbook Author Peg Bracken Dies"](#) (listen to interview)
- [Obituary](#)
- [The I Hate to Cook Book](#)
- [Food from 1950s](#)

11/2

Food, Flavor, Medicine?

- Lohman, Flavor 6: Garlic
- Listen: ["Staph Retreat,"](#) Radiolab

11/7

Cooking shows

Group presentations: Cooking show analysis and contextualization

11/9

Cooking shows

Group presentations: Cooking show analysis and contextualization

11/14

The "Kitchen Debate"

- Christina Carbone, "Staging the Kitchen Debate: How Sputnik Got Normalized in the United States" in Ruth Oldenziel and Karin Zachmann, eds. *Cold War Kitchen: Americanization, Technology, and European Users* (Boston: MIT Press, 2009).
- The Cold War's Hot Kitchen
- [Nixon, Khrushchev and a Story of Cold war Love](#)
- [The Kitchen Debate](#)
- Quiz

11/16

Enhancing Food

- Lohman, Flavor 7: MSG
- Listen: Food Styling ["Flying Food," 99% Invisible](#)

11/21 Submit final slides and accompanying essay for group project (No class).

11/28

Sweets

- Carolyn de la Pena, *Empty Pleasures: The Story of Artificial Sweeteners from Saccharin to Splenda*, ch. 1 "False Scarlets"
- [50 Years ago, Sugar Industry quietly paid scientists to point blame at fat](#)
- **Homework**

11/30

Changing Palette

- Lohman, Flavor 8: Sriracha
- Listen: ["Breakfast of Champions,"](#) Gastropod

12/5

Processed Food

- George Ritzer, "The McDonaldization of Society," *Journal of American Culture* 6.1 (1983): 100-107.
- ["Jaime Oliver Oliver's Food Revolution"](#)
- [To change food culture does the messenger matter?](#) The Splendid Table
- [Act 1: The Room Where it Happens, "Put a Bow on It,"](#) This American Life

12/7 Discussion and Closing Activity

- [Connections through Food](#)

Final Project Due 12/12/17 by 11:59 pm