

Conrad Grebel University College  
University of Waterloo  
HIST-224: Food, Culture, and History  
Fall 2018

**Class Time:** Mondays and Wednesdays 1:00-2:20pm

**Location:** Conrad Grebel University College, Room 1208

**Instructor:** Dr. Jodey Nurse-Gupta

**Office Hours:** Wednesday 12:00-1:00

**Office Location:** Conrad Grebel University College, Room 1300

**Email:** [jnursegu@uwaterloo.ca](mailto:jnursegu@uwaterloo.ca)

## Course Description

This course examines the history of food, with an emphasis on Canada in the nineteenth and twentieth centuries. You will learn about the evolving cultural, social, economic, and political practices and traditions related to food production and consumption. Special attention will be paid to how ethnicity, race, gender, class, and place relate to food practices, as well as how food customs and policies have served to create borders and/or belonging between individuals and groups. Discussion group participation is a key component of this course, the goal of which is to strengthen your communication skills through the clear and coherent expression of your thoughts and your ability to be open to and considerate of others' ideas. Short abstract assignments will allow you to develop your critical reading and writing skills, while a reflective research essay and poster presentation will cultivate your research, analytical, and communication skills. Course lessons will feature images, film, song, and food in order for you to engage with your senses and better understand your relationship with food and its broader historical context.

## Course Learning Outcomes

Upon completion of this course, you should be able to:

1. Identify and better understand your own personal food culture and history.
2. Critically analyze and comment on food history scholarship.
3. Carefully research, read, and use primary and secondary sources to make persuasive arguments about historical topics and communicate those arguments effectively.
4. Confidently engage in group discussions, provide a clear and coherent expression of your thoughts, and be open and considerate of others' ideas.
5. Build community in the classroom by working together and sharing food experiences.
6. Learn fascinating food trivia to share with your family and friends at the dinner table.

## Required Reading Materials

- Franca Iacovetta, Valerie J. Korinek, and Marlene Epp, eds., *Edible Histories, Cultural Politics: Towards a Canadian Food History* (Toronto: University of Toronto Press, 2012) is available for purchase at the University Bookstore, and might be available at the used book store.
- Assigned readings not found in the course text will be available online through LEARN.

## Web Page

This course will make use of a WATERLOO LEARN website. This site will provide general information for the course, drop boxes for submitting assignments, and posted grades. Important announcements such as the cancellation of class due to illness will also be posted there, so please try to check the site before each class, just in case.

## Evaluations

Assignment	Weighting	Due Date
Group Discussion Participation	20%	
Assigned Reading Abstracts	10%	
Essay Proposal	5%	Wednesday, September 26
Reflective Research Essay	20%	Monday, October 29
Poster Presentation	15%	November 19, 21, 26, and 28
Poster Presentation Questionnaires	5%	November 19, 21, 26, and 28
Final Exam	25%	TBA

## Group Discussion Participation

You are expected to prepare for and participate fully in class discussions. Group discussions and brainstorming sessions and activities will take place during class in addition to formal lecture presentations that provide more context for the topics and themes discussed in the assigned readings. Participation grades are based on your regular and informed discussion of readings and the quality of your discussion. You should display a thorough and thoughtful analysis of the material. Group discussions are designed to facilitate thoughtful conversations and encourage you to develop strong communication skills, while also being respectful of the views and opinions of others in the class. For full details on what is expected in seminars, see the handout “Group Discussion Participation” posted on LEARN.

## Assigned Reading Abstracts

You are required to write a short 150-word abstract for 2 assigned readings of your choosing. Each abstract is worth 5 percent for a total of 10 percent of your final grade. Abstracts are meant to provide readers with a quick summary of a work so that they can decide whether it is of interest. Your descriptive abstract should clearly explain the assigned readings’ subject, research questions, and main argument. These reading abstracts are designed to encourage critical reading and clear and concise writing. For full details on what is expected for your reading abstracts, see the handout “Assigned Reading Abstracts” posted on LEARN.

## Reflective Research Essay and Proposal

This assignment requires you to analyze your dinner! Select either a regular meal that you and your family eat on any given weeknight or a meal reserved for special occasions and explore one or more of the food systems, modes of production, race and gender politics, cultural customs, environmental consequences, labour implications, etc., associated with the foodstuff found on your plate. Similar to writing a traditional research paper, you must develop research questions, conduct primary and secondary source research, and make a persuasive argument, however, this time you must also reflect on your own experiences and understandings of that meal.

Before completing your essay, provide a 300-word proposal that clearly identifies the foodstuff on your plate, the context of your personal experience with that meal, and the related research question or questions you will investigate. You must also provide an annotated bibliography with at least 2 primary sources and 3 secondary sources that will contribute to your understanding of the historical context of your meal. Your proposal is worth 5 percent of your grade and must be submitted and approved before you can hand-in your final reflective research essay. Your final essay is worth 20 percent of your grade and should be roughly 1,250 words (approximately 5-double-spaced pages) and you must cite at least 2 primary sources and 4 secondary sources. The purpose of this assignment is to develop your research, writing, and analytical skills, as well as to expand your knowledge of food history by examining a topic with which you have a personal connection. For complete instructions on what is required for your proposal and essay, see the handout “Reflective Research Essay and Proposal” posted on LEARN.

## Poster Presentation and Questionnaires

The poster presentations allow you to display and discuss the findings of your reflective research essay in a way that is interactive and experiential. You are to share your research with your peers via poster board and presentation. The poster board requires you to include visual and material evidence in addition to succinct textual elements. The purpose of the poster presentation is to develop your public speaking and presentation skills, as well as encourage your creativity. You will receive 15 percent of your grade for your poster presentation, and 5 percent for completing a questionnaire on each presentation day that comments on the poster presentations of your peers. For complete instructions on what is required for your poster presentation and questionnaire, see the handout “Poster Presentation and Questionnaire” posted on LEARN.

## Final Exam

You will complete a cumulative exam that covers the major themes and topics addressed in your course lessons and assigned readings. The final exam period begins on December 6 and runs until December 21, 2018. Student travel plans are not considered acceptable grounds for granting an alternative examination time. The final exam is worth 25 percent of your final grade. Details about the exam format TBA.

## Grading Scale

Assigned Letter Grades	Percentage Range	Average Calculation Values
A+	90-100	95
A	85-89	89
A-	80-84	83

Assigned Letter Grades	Percentage Range	Average Calculation Values
B+	77-79	78
B	73-76	75
B-	70-72	72
C+	67-69	68
C	63-66	65
C-	60-62	62
D+	57-59	58
D	53-56	55
D-	50-52	52
F+	42-49	46
F	35-41	38
F-	0-34	32

## Course Schedule

### Week 1

Topic	Reading/Activities/Assignments
<u>September 10</u> : What is Food History?	Submit “Stuff I Want to Know About You” handout. Readings: <ul style="list-style-type: none"> <li>• “Introduction” in <i>Edible Histories, Cultural Politics: Towards a Canadian Food History</i>, pp.3-28 (course text)</li> </ul>
<u>September 12</u> : Food Revolutions	Readings: <ul style="list-style-type: none"> <li>• Graeme Barker, “Chapter 10: The Agricultural Revolution in Prehistory: Why did Foragers become Farmers?” pp. 391-414 (online; see LEARN).</li> </ul>

### Week 2

Topic	Reading/Activities/Assignments
<u>September 17</u> : Writing Workshop	No assigned readings this week.
<u>September 19</u> : Research Workshop	No assigned readings this week.

### Week 3

Topic	Reading/Activities/Assignments
<u>September 24</u> : Indigenous and Colonial Foodways	Readings: <ul style="list-style-type: none"> <li>• Alison Norman, “Fit for the Table of the Most Fastidious Epicure’: Culinary Colonialism in the Upper Canadian Contact Zone,” pp.31-51 (course text).</li> </ul>

Topic	Reading/Activities/Assignments
<u>September 26:</u> Regional Food Identities	<p>Readings:</p> <ul style="list-style-type: none"> <li>Maura Hanrahan, "Pine-Clad Hills and Spindrift Swirl: The Character, Persistence, and Significance of Rural Newfoundland Foodways," pp.85-93 (course text).</li> </ul> <p><b>*Essay Proposal due today on LEARN by 11:59PM.</b></p>

#### Week 4

Topic	Reading/Activities/Assignments
<u>October 1:</u> Food, Religion, and Celebration	<p>Readings:</p> <ul style="list-style-type: none"> <li>Michel Desjardins and Ellen Desjardins, "The Role of Food in Canadian Expressions of Christianity," pp. 70-82 (course text).</li> <li>Elizabeth Pleck, "The Making of the Domestic Occasion: The History of Thanksgiving in the United States," <i>Journal of Social History</i> 32, no. 4 (Summer 1999): 773-789 (online; see LEARN).</li> </ul>
<u>October 3:</u> Industrializing Food Film: 55,000 for Breakfast (10 min)	<p>Readings:</p> <ul style="list-style-type: none"> <li>Gabriella M. Petrick, 'Purity as life': H. J. Heinz, Religious Sentiment, and the Beginning of the Industrial Diet," <i>History and Technology</i> 27, no. 1 (March 2011): 37-64 (online; see LEARN).</li> </ul>

#### Week 5 – Thanksgiving and Mid-term Study Break

Topic	Reading/Activities/Assignments
<u>October 8:</u> No Class	Work on your Cookbook Project Research Paper.
<u>October 10:</u> No Class	Work on your Cookbook Project Research Paper.

#### Week 6

Topic	Reading/Activities/Assignments
<u>October 15:</u> The Creation of National Cuisines	<p>Readings:</p> <ul style="list-style-type: none"> <li>Molly Pulver Ungar, "Nationalism on the Menu: Three Banquets on the 1939 Royal Tour," pp. 351-358 (course text).</li> </ul>
<u>October 17:</u> <b>Guest Lecture:</b> Dr. Bruce Muirhead, "Supply Management: A Canadian System."	<b>*Complete Guest Lecture Questionnaire and submit at the end of class.</b>

## Week 7

Topic	Reading/Activities/Assignments
<u>October 22:</u> Food, Race, and Ethnicity	Readings: <ul style="list-style-type: none"> <li>Stacy Zembrzycki, "We Didn't Have A Lot of Money, But We Had Food': Ukrainians and Their Depression Era-Food Memories," pp. 131-39 (course text).</li> <li>Julie Mehta, "Toronto's Multicultural Tongues: Stories of South Asian Cuisines," pp. 156-69 (course text).</li> </ul>
<u>October 24:</u> Cookbook Culture	Readings: <ul style="list-style-type: none"> <li>Marlene Epp, "More than 'just' Recipes: Mennonite Cookbooks in Mid-Twentieth Century North America," pp. 173-88 (course text).</li> </ul>

## Week 8

Topic	Reading/Activities/Assignments
<u>October 29:</u> Food and Gender Film: Mystery in the Kitchen (22min)	Readings: <ul style="list-style-type: none"> <li>Chris Dummitt, "Finding a Place for Father: Selling the Barbecue in Postwar Canada," <i>Journal of the Canadian Historical Association</i> 9, no. 1 (1998): 206-23 (online; see LEARN).</li> </ul> <p><b>*Reflective Research Essay due today on LEARN by 11:59PM.</b></p>
<u>October 31:</u> Food and Sexuality	Readings: <ul style="list-style-type: none"> <li>Valerie J. Korinek, "Meat Stinks/Eat Beef Dyke!': Coming Out as a Vegetarian in the Prairies," pp.326-48 (course text).</li> </ul>

## Week 9

Topic	Reading/Activities/Assignments
<u>November 5:</u> <b>Guest Lecture:</b> Dr. Ben Bradley, "Fast Food and Car Culture"	Readings: <ul style="list-style-type: none"> <li>Steve Penfold, "Selling by the Carload: The Early Years of Fast Food in Canada" in Magda Fahrni and Robert Rutherford, eds., <i>Creating Postwar Canada, 1945-75</i> (Vancouver: UBC Press, 2008): 162-189 (online; see LEARN).</li> </ul>
<u>November 7:</u> Health Food Film: The Sunny Munchy Crunchy Natural Food Shop (10 min)	Readings: <ul style="list-style-type: none"> <li>Catherine Carstairs, "The Granola High: Eating Differently in the Late 1960s and 1970s," pp. 305-325 (course text).</li> </ul>

## Week 10

Topic	Reading/Activities/Assignments
<u>November 12</u> : Imposing Food Rules	Readings: <ul style="list-style-type: none"><li>• Ian Mosby, "Making and Breaking Canada's Food Rules: Science, the State, and the Government of Nutrition, 1942-1949," 409-432 (course text).</li><li>• Krista Walters, "'A National Priority': Nutrition Canada's Survey and the Discipling of Aboriginal Bodies, 1964-1975," 433-451 (course text).</li></ul>
<u>November 14</u> : What's Next for Food?	Review course notes and come to class prepared to participate in a course review discussion.

## Week 11 – Poster Presentations

Topic	Reading/Activities/Assignments
<u>November 19</u> : Everyone must attend!	<b>Poster Presentations and Questionnaires due at the end of class.</b>
<u>November 21</u> : Everyone must attend!	<b>Poster Presentations and Questionnaires due at the end of class.</b>

## Week 12

Topic	Reading/Activities/Assignments
POSTER PRESENTATIONS <u>November 26</u> : Everyone must attend!	<b>Poster Presentations and Questionnaires due at the end of class.</b>
POSTER PRESENTATIONS <u>November 28</u> : Everyone must attend!	<b>Poster Presentations and Questionnaires due at the end of class.</b>

*Note: All assigned readings for the course that are not in your course reader can be found online through LEARN.*

## Late Work

If an assignment is late, the grade will be reduced by 5 percent for each day past the due date (including 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.

## Extensions

In general, requests for extensions will not be considered because you have the information needed to complete your assignments from the first day of classes. Please plan your academic work carefully. In unusual cases, assignment extensions may be considered in case of illness, emergencies, or family/personal crises, however, you may be required to provide written documentation from a doctor or B.A. counsellor. No extensions will be granted because of workload.

## Information on Plagiarism Detection

Text matching software (Turnitin®) will be used to screen written assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

## Electronic Device Policy

Computers may be used to take notes, but to avoid distraction, the instructor requests that you turn off your wireless connections during class and seminar times. Please also turn off all other electronic devices, such as cell phones, which can distract you and your classmates.

## Recording of Materials

Presentations made in relation to course work – including lectures – cannot be recorded in any electronic media without the permission of the presenter. Please seek permission from the instructor, a classmate, or guest lecturer should you wish to record presentations or discussions made during class time.

## Attendance Policy

You are expected to attend all classes throughout the semester. Participation during group discussions is a central component of this course, therefore, it is extremely important that you show up for class if you intend to do well in the course. One missed class will be forgiven, but all other absences will only be excused in case of illness, emergencies, or family/personal crises, and you may be required to provide written documentation from a doctor or B.A. counsellor.

## The Writing and Communication Centre

The Writing and Communication Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit <https://uwaterloo.ca/writing-and-communication-centre/>

## UWaterloo Policies

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Arts: [Academic Integrity website](#) University of Waterloo: [Academic Integrity Office](#)

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under



Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - [Student Petitions and Grievances](#), Section 4.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

## Other sources of information for students

**Note for students with learning differences:** The [AccessAbility Services \(AAS\)](#) office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the ASS office at the beginning of each academic term.

**Counselling Services:** Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams: [www.adm.uwaterloo.ca/infocs](http://www.adm.uwaterloo.ca/infocs), ext. 33528, NH Room 2080.

**Accommodation for Illness:** A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information can be obtained from Health Services and the form is available in pdf: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>

## Territorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.