

NEW YORK CITY COLLEGE OF TECHNOLOGY
The City University of New York
School of Arts & Sciences
Department of Social Science Course Outline

Course code: HIS 2405

Course title: History of Foodways in the United States

Class hours/credits: 3 class hours, 3 credits

Prerequisite: ENG 1101 or ENG 1101CO or ENG 1101ML and a previous history course (HIS 1000 series, AFR 1460, AFR 1461, AFR 1465, AFR 1466, or LATS 1462)

Pathways: US Experience in its Diversity

Catalog Description: The course traces the historical development and social dynamics of food gathering, preparation, and consumption. This course will provide an understanding of the evolution of the American palate from economic, social, cultural and political perspectives. Students will examine the changing ways and means that food has been produced, distributed, prepared and consumed from the colonial era to the present.

RECOMMENDED TEXTBOOK and MATERIALS*

(See Bibliography for alternative or supplementary texts)

- Andrew F. Smith. *Eating History: Thirty Turning Points in the Making of American Cuisine*. New York: Columbia University Press, 2009.
- Annie Hauck-Lawson and Jonathan Deutsch, eds. *Gastropolis: Food and New York City*. New York: Columbia University Press, 2008.
- Tracie McMillan. *The American Way of Eating: Undercover at Walmart, Applebee's, Farm Fields and the Dinner Table*. New York: Scribner's, 2012.

* *The textbook used in a particular section will be chosen by the instructor.*

COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

<u>LEARNING OBJECTIVES:</u> <i>For the successful completion of this course, students should be able to</i>	<u>ASSESSMENT METHOD:</u> <i>Instructional Activity, Evaluation Methods and Criteria</i>
Understand the different methodological approaches to food history	Variety of reading with discussion, quizzes in class and on-line. Short answer and essay examinations in class.
Understand the role of food in shaping American culture and how eating and diet has been shaped by economic, social and political forces	Discussion and quizzes in class and on-line; in-class exams. Application assignments.

*may vary slightly per instructor to suit their own needs

PATHWAYS U.S. EXPERIENCE IN ITS DIVERSITY LEARNING OUTCOMES

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
2. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
3. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
5. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHOD

<u>LEARNING OBJECTIVES:</u> <i>For the successful completion of this course, students should be able to</i>	<u>ASSESSMENT METHOD:</u> <i>Instructional Activity, Evaluation Methods and Criteria</i>
Work effectively in a group setting	Group assignments that include research and presentation tasks (see example below)
Apply theoretical learning from the classroom to real-world settings	Application assignments with presentations and demonstrations
Basic research skills	Short assignments that include variety of sources. Student will be expected to distinguish between primary and secondary sources. Students will also be expected to cite all sources properly for both their written and oral presentations.
Making presentations to a group audience	Presentation using in-class and/or on-line using Blackboard or OpenLab.

**may vary slightly per instructor to suit their own needs*

Course Assignments

Students in the course will complete on-line quizzes, a midterm exam, a final exam, a group presentation, and a short (4-5 pp.) writing assignment

Teaching and Learning Methods

Lectures and class discussion
 Research-based assignments
 Documentation-based assignments
 Use of on-line forums and blogs

Sample Course Assignments

WRITING ASSIGNMENT

Percent of Grade: 25%

(Choice of topic is left to the discretion of the instructor. Below is one example, other assignments may include restaurant review, food diaries, or a food advertising journal. Suggested length, 4-5pp)

Ethnic Market Review – The assignment is to visit an ethnic market and, using the readings from class, write an analytical statement about what you observe. Any kind of ethnic market is acceptable. In your essay, discuss and analyze the following

1. Observe the foods in market--types of foods? fresh or processed? from how many ethnic traditions? cost? quality? How many foods are locally produced? How many are imported from abroad?
2. Observe the people in market: the vendors, shoppers, and others--what is their age, class, race, ethnicity?
3. Observe the social interactions in market--among and between vendors and shoppers.

GROUP PRESENTATION

Percent of grade: 25%

Project Description - Students will be divided into small groups of 4-6 people, each group will be assigned an historical time period and a meal (Birthday, Thanksgiving, etc.) As a team, each group is responsible for providing a menu and description of the gathering of supplies and the preparation of the meal. The group will post their menu and description online on a course blog site. Students will also be required to comment on other group posts. The assignment requires research of historical menus and cookbooks. Students will be required to properly cite all research sources.

Course Grade Scale

The following grade scale is recommended for use in this course. The exact distribution of percentages will be determined by the individual section instructor.

Writing Assignment	25%
Group Presentation	25%
In-Class Exams	40%
Attendance, Punctuality, and Participation	10%

ATTENDANCE POLICY

It is the conviction of the Department of Social Science that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade

overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

Instructors may including a reasonable “Participation” grade into their final grade calculations for this course.

STUDENT ACCESSIBILITY

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies, and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state, and/or city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility and/or would like to seek accommodation services and/or academic adjustments, please email the [Student Accessibility Center](#).

COMMITMENT TO STUDENT DIVERSITY

The Department of Social Science complies with the college wide nondiscrimination policy and seek to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students’ ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

ACADEMIC INTEGRITY POLICY STATEMENT

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Sample Sequence of Weekly Topics

	Topic	Suggested Assignments
1	Introduction to Food History	In-class Handout: Steve Mintz, “Food in America” (2009)

2	Pre-European Foodways	Anne Mendelson, "The Lenapes: In Search of Pre-European Foodways in the Greater New York Region" from <i>Gastropolis</i> .
3	Columbian Exchange	John Schwartz, "The Great Food Migration," <i>Newsweek</i> , Special Issue, Fall/Winter 1991. Andrew F. Smith, <i>Eating History</i> , 55-64
4	Foodways in early America	Andrew Smith, Introduction
5	Food Crossing Borders: French Food and "Haute Cuisine"	Smith, 19-26, 185-191, 211-216, 230-242, 257-262
6	Food Crossing Borders: What makes Food Ethnic? I	Smith, 44-55 Donna R. Gabaccia, "The Big Business of Eating"
7	Food Crossing Borders: What makes Food Ethnic? II	Martin F. Manalansan IV, "The Empire of Food: Place, Memory, and Asian "Ethnic Cuisine" in <i>Gastropolis</i> .
8	Cookbooks and a National Cuisine	Smith, 95-111, 133-138, 265-73
9	Dieting and Eating Healthy	Smith, 141-152 193-201, 245-254
10	What is "Junk" Food?: Snacks and Fast Food	Smith, 124-130, 203-208, 219-228
11	What is "Junk" Food?: Street Vendors and Vernacular Foodways	Suzanne Wasserman, "Hawkers and Gawkers: Peddling and Markets in New York City," in <i>Gastropolis</i> .
12	The Politics of Food Production	Smith, 67-92, 155-182, 275-298 DVD: <i>Food, Inc.</i>
13	The Politics of Distribution and Consumption	Excerpts from, Tracie McMillan. <i>The American Way of Eating: Undercover at Walmart, Applebee's, Farm Fields and the Dinner Table.</i>

14	Sustainable food systems and foodies: New food-ways in the 21st century	Excerpts from Michael Pollan, <i>Food Rules & The Omnivore's Dilemma</i>
15	Final Exam and Class Projects	

Bibliography

Cookbooks and Menus

Blot, Pierre. *Handbook of Practical Cookery, for Ladies and Professional Cooks*. New York: D. Appleton and Company, 1869.

Chadwick, J. *Home Cookery: A Collection of Tried Receipts Both Foreign and Domestic*. New York: Charles S. Francis and Company, 1853.

_____, *Ladies' Indispensable Companion and Housekeepers' Guide*. New York, 1854. Corson, Juliet. *Juliet Corson's New Family Cookbook: A Complete Cookbook for Family Use in City and Country*. New York: George Munro, 1885.

_____, *Meals for the Millions*. New York: New York School of Cookery, 1882.

Crowen T.J. *The American System of Cookery: Comprising Every Variety of Information for Ordinary and Holiday Occassions*. New York: T.R. Dawley, 1864.

New York Public Library, "What's on the Menu?" *What's on the Menu?* 2011. Accessed April 04, 2013. <http://menus.nypl.org/>.

Rundell, Maria Eliza Ketelby. *American Domestic Cookery: Formed on Principles of Economy, for the Use of Private families by an experienced Housekeeper*. New York: E. Duyckinck, 1823.

Seely, L. *Mrs. Seely's Cook Book: A Manual of French and American Cookery*. New York: The Macmillan Company, 1902.

History of Food

Batterby, Michael and Ariane. *On the Town in New York: The Landmark History of Eating, Drinking and Entertainment from the American Revolution to the Food Revolution*. New York: Routledge, 1999.

Belasco, Warren J. *Appetite for Change: How the Counterculture Took on the Food Industry*. Ithaca, 1989.

Belasco, Warren J and Philip Scranton, eds. *Food Nations: Selling Taste in Consumer Societies*. New York, 2002.

Bourdieu, Pierre. trans. Richard Nice. *Distinction: A Social Critique of the Judgement of Taste*. Cambridge, MA, 1986.

Denker, Joel. *The World on a Plate*. Lincoln, 2003.

Diner Hasia R. *Hungering for America: Italian, Irish, and Jewish Foodways in the Age of Migration*. Princeton, 2000.

Elkort, Martin. *The Secret Life of Food: A Feast of Food and Drink in History, Folklore, and Fact*. Los Angeles, 1991.

Farb, Peter and George Armelagos. *Consuming Passion: The Anthropology of Eating*. Boston, 1980.

Fitzgerald, Gerald J. and Gabriella M. Petrick. "In Good Taste: Rethinking American History with Our Palates," *Journal of American History*, (Sept. 2008), 392-404.

Flandrin, Jean - Louis and Massimo Montanari (editors). *A Culinary History of Food*. New York, 1999.

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Gabaccia, Donna R. *We Are What We Eat: Ethnic Foods and the Making of Americans*. Cambridge, MA, 1998.

Gigante Denise. *Taste: A Literary History*. New Haven, 2005.

Horowitz Roger. *Putting Meat on the American Table: Taste, Technology, Transformation*. Baltimore, 2006.

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Korsmeyer, Carolyn (editor). *The Taste of Culture Reader: Experiencing Food and Drink*. Oxford. 2005

Kurlansky, Mark. *The Big Oyster: History on the Half Shell*. New York: Random House, 2006.

Levenstein, Harvey A. *Paradox of Plenty: A Social History of Eating in Modern America*. New York, 1993.

McWilliams, James E. *A Revolution in Eating: How the Quest for Food Shaped America*. New York, 2005.

McNamee, Thomas. *Alice Waters and Chez Panisse: The Romantic, Impractical, Often Eccentric, Ultimately Brilliant Making of a Food Revolution*. New York: 2007.

Mintz, Sidney W. *Sweetness and Power: The Place of Sweetness in Modern History*. New York, 1985.

Montanari, Armando, ed. *Food and Environment: Geographies of Taste*. Rome, 2002.

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Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York, 2006.

Parasecoli, Fabio. *Bite Me: Food in Popular Culture*. New York, 2008.

Roeder, George H. Jr. "Coming to Our Senses," *Journal of American History*, 81 (Dec. 1994), 1112-22.

Sokolov, Raymond. *Why We Eat What We Eat: How the Encounter between the New World and Old Changed the Way Everyone on the Planet Eats*. New York, 1991.

Visser, Margaret. *Much Depends on Dinner: The Extraordinary History and Mythology, Allure and Obsessions, Perils and Taboos of an Ordinary Meal*. Toronto, 1986.

Waugh, F.W. *Iroquois Foods and Food Preparation*. Ohsweken, Ontario:Iroqrafts, 1991.

Written by Peter Catapano in Fall 2018

Revised by Peter Parides in Spring 2021

a. assessment tasks are explicitly related to intended learning outcomes and all course learning outcomes are assessed. The assessment methods that are selected are the most effective in enabling students to demonstrate specific outcomes and enhance learning (alignment); b. assessments from different modules build on each other and create a coherent student experience of the curriculum (coherence); c. assessment is integrated across a level (horizontal integration) and across years (vertical integration); d. there is a range of assessment types but this is considered at course level so that th... A learning outcome approach to teaching and a learning-oriented assessment are increasingly framing higher education. In an attempt to facilitate professors' teaching activities, the TALOE (Time to Assess Learning Outcomes in E-learning) project has developed a web tool that aims to help trainers decide on the assessment methods to use in their online courses. This model highlights the connection between the intended learning outcomes and the assessment strategy used during a course. So, it provides tools for linking learning outcomes and assessment tasks. COA suggests using course embedded direct methods of assessment as much as possible, selecting student work that they produce as part of the curriculum. Identify and critically examine the work products your students produce as part of the course curriculum, and determine which of these are relevant, valid, and reliable assessments of your learning outcomes. Written Work. Demonstrates knowledge of important content on an exam or in a paper. Shows analysis, application, synthesis, and evaluation capabilities. Displays writing skills. Assessing Course Learning Outcomes. Closing the Loop. Methods of Assessments. Review of Current Outcomes. What to Enter Into Taskstream. Writing/Editing Course Learning Outcomes. Reference. Cross-Over Assessment.