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| <b>HIST 296</b><br>Fall 2010<br>T/Th 1:10pm-2:20pm<br>Priscilla Payne Hurd Academic Complex, 301 | <b>Dr. Sandra Aguilar</b><br>aguilars@moravian.edu<br>Office: Comenius Hall 302<br>Office hours: M/W 10am-11 am<br>T/Th 2:30pm-3:30pm<br>and by appointment |
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## FOOD, CLASS, AND WOMEN IN LATIN AMERICA



### Course Description

This course explores the politics of food by focusing on the creation of social hierarchies and gender perceptions in Latin America. We examine the history of Latin America by considering how eating and cooking practices changed during the colonial period and how the adoption of French cuisine in the nineteenth century became a symbol of civilization. Attention will be paid to the Columbian exchange, the role of food in the creation of nation-states, and the effects of globalization on the eating habits of Latin Americans. Finally, we consider the connections between food and identity among Latinos in the United States. Throughout the semester, we reflect on the role of women in transforming and preserving food cultures, and how women's choices in the kitchen influenced the history of Latin American countries. In this course we question the association of cooking with drudgery, a task from which women should liberate themselves. Instead we look at cooking as a creative and empowering activity, as a source of identity and a manifestation of culture. The course is based on analysis of primary sources such as cookbooks, historical documents, cinema, and art along with various secondary sources.

### Goals

- Engage in active learning: a process in which students familiarize themselves with new information, analyze it, create their own interpretation, and express it in clear and well-structured arguments.
- Become critical, creative, and independent thinkers.

- Reflect about the importance of food and foodways in the reproduction of identity, culture, class and gender.
- Familiarize with the use of gender and class as categories of historical analysis.
- Question your previous knowledge about Latin America and expand your understanding of this complex and rich region.
- Learn to value diversity and the need of understanding different cultures in a globalized era.

### **Required books for purchase**

Jeffrey M. Pilcher, *¡Que vivan los tamales! Food and the Making of Mexican Identity*, Albuquerque: University of New Mexico Press, 1998.

Selected readings that you will find in the Blackboard site of this course.

### **Film Screening**

*Como agua para chocolate* (Like Water for Chocolate), directed by Alfonso Arau, Mexico, 1992.

### **Class Requirements**

#### **About Grading**

#### **20% Participation, quizzes and classroom work**

- Attendance is not enough, you need to be proactive expressing your ideas and doubts and interacting with other classmates. Participation is essential to generate a rich and stimulating discussion and to maintain students involved and motivated. In order to facilitate participation you have to make all the readings and be ready to define the main arguments and ideas addressed in each document, explain the sources and methodology used by the author, give your opinion about the content and style of each text, and establish connections with what we have read so far and your previous knowledge and experience. Asking questions is also an essential element of the learning process, so do not feel ashamed about having doubts. One of the main goals of college education is to develop a critical mind and be able to see the world from various perspectives, so please do ask questions.
- There will be a series of surprise quizzes which will be based on the due reading. Quizzes will be given at the beginning of class and will consist of one or two questions. You will have five to ten minutes to answer those quizzes so be on time as not extra minutes will be given.
- Classroom work refers to written analysis carried out during the class. You must do the required reading before class and take notes about it in order to be prepared to ask questions, discuss, and reflect about the assigned material.

#### **40% Assignments and Presentations**

There will be four assignments: a food diary, a cookbook analysis, a presentation about a visit to a couple of Hispanic grocery shops, and a reflection based on a dining out experience. These assignments are fully explained below.

#### **40% Final Essay**

- Submit a final research paper on a topic of your preference. Twenty percent of your final grade will be based on two assignments: a title of your research project and a 200 word description of what you plan to investigate due on **September 30**. A three pages long research project including title, an introduction, an outline, and a bibliography with an explanation of why you decided to use each book, journal article, or any other source included in your bibliography. Please look at the document providing guidance on how to write a bibliography under Information in the Blackboard site of this course. This research project is due on **November 2**.
- The second 20 percent of the essay grade will result from your final essay, which should be between ten pages long. The final paper must include introduction, conclusions, and bibliography (please see writing advice in the Blackboard site of this course). Referencing to the material you use in preparing for your essay is essential, so please include footnotes in your work. For advice go to Information in the Blackboard site of this course. The final essay will be due the last day of classes: **December 7**
- **Meeting with professor:** before submitting your research project you should meet with me during my office hours in order to talk about what you have researched so far and how you plan to structure your paper. Feel free to meet with me more than once if you are having trouble or if you need advice on where to find information.

### **Assignments**

#### **Food Diary**

##### **Due Date: September 21**

Write a food diary stating everything you eat and drink and at what time you eat. You should clarify if you are eating out or at home, and if you have cooked your own meal or not. This diary should last for one consecutive week. Once you are done, reflect about your eating habits. Think about why you prefer certain foodstuffs and why you eat at those times or places. Ask yourself how important is food and eating for you, whether you have changed your eating habits since you started college, and how different is it for you to eat at home and in campus. You should submit your diary along with a two-page reflection. If your diary is handwritten, please try to keep a clear handwriting and neat presentation. Your reflection should be typed.

## **Cookbook Analysis**

**Due Date: October 7**

Choose a Latin American cookbook of your preference. It can be a specific or national cookbook, such as a Cuban or Peruvian cookbook, or a cookery book including recipes from all across the region. Cookbooks can be in English or Spanish. Try to choose a cookbook with an introduction and commentaries about the recipes, as this may reveal more about the aim of the writer. If you do not want to buy one, visit the Bethlehem Area Public Library. Have a look at their webpage <http://www.bapl.org/>

Write three double-spaced pages addressing the following questions:

- Why did you choose that cookbook?
- Who wrote it?
- If the book has an introduction, what is the author saying on it?
- If it includes images, what can you learn from them?
- How is the cookbook structured? (soups, main dishes, desserts)
- Who is the audience of this cookbook?
- Are recipes adapted to the cookbook's audience, if so how?
- Do you think that this cookbook is representative of that particular cuisine and/or country/ies?
- What can this cookbook tell you about class and gender?
- What can this cookbook tell you about the history of the country/countries?
- What are your thoughts and opinion about the cookbook?
- Include a bibliography, which does not count for the three-page limit.

## **Dining out**

**Due date: October 19**

Go to a Hispanic food restaurant. (Choose a less Americanized version of Latin American food (no Taco Bell or Tex-Mex restaurants). You will realize that a place is more "authentic" if you see Hispanic people eating there. These restaurants are usually located in Hispanic neighborhoods. Ask the waiter or waitress which is their specialty. Try to order dishes that are new to you.

Write a three double-spaced pages paper about your experience based on the following questions:

- Why did you choose that restaurant?
- Where is it located?
- With whom did you go?
- Describe the restaurant and the customers?
- What did you order?
- What were the main ingredients of what you ate?
- Did you like what you ordered?
- Were the flavors familiar?
- What did you learn from this experience?

### **Hispanic grocery shops visit and presentation**

**Presentations will take place on November 4, 9, and 11** (three persons will present each class).

On one class we will visit some Hispanic grocery shops in the Southside. Choose a couple of ingredients or foodstuffs that captured your attention. The idea is that every person will present a different item, so we will arrange presentations in the following class after our visit. You are responsible for visiting at least another Hispanic grocery shop in your hometown or elsewhere in the Lehigh Valley. Walk around the shop, enter in each aisle, look carefully at the foodstuffs and ingredients that are available, both fresh and processed. When possible ask the storekeeper how do they prepare or eat that particular foodstuff. Go to the library and the internet to find more information about that ingredient and how it is used.

Prepare a ten-minute presentation in which you will talk about:

- Which shop did you visit, where it was located, and how was your experience?
- How different are Hispanic grocery shops from the supermarket where you do your shopping?
- How and why did you select the ingredient or foodstuff that you will present?
- What did you learn from its history?
- How is it traditionally prepared/cooked?
- If you cooked something with it or tried it, did you like it?

You can buy the ingredient and bring it to class. Alternatively, find a picture to show during your presentation. If you are adventurous, try to cook something with it and taste it at home or even better, bring some food prepared with that ingredient or foodstuff to share it with the class.

You do not need to submit a written document; you only need to prepare a presentation. However it will be very useful to prepare a written document to guide your presentation. Please bear in mind that you have only 10 minutes to present it, so the paper would have to be no longer than five pages. In your presentation, avoid reading all your paper and feel free to use power point or other audio-visual aid.

### **Final Essay**

Submit a final research paper on a topic of your preference. Twenty percent of your final grade will be based on a defining a research topic (200 words) and research project. The latter should be three pages long and include title, an introduction, an outline, and a bibliography with an explanation of why you decided to use each book, journal article, or other source included in your bibliography. The second 20 percent of the essay grade will result from your final essay, which should be ten pages long. The final paper must include introduction, conclusions, and bibliography. The final essay will be due in the last class of the semester: **December 7**

The accumulated points will be converted to letter grades using the following scale:

100-93% = A, 92-90% = A-, 89-87% = B+, 86-83% = B, 82-80% = B-, 79-77% = C+, 76-73% = C, 72-70% = C-, 69-67% = D+, 66-63% = D, 62-60% = D- Anything less than 60% is an F.

**Five points will be deducted from each assignment's grade if it is submitted after the deadline and this deduction will be repeated for each consecutive late day after the due date.**

If you are unsure or would like some advice please look for me during my office hours at least two weeks before the due date of each assignment.

Back up all your work (in your computer and an external drive) in order to avoid losing your files.

**About sources:**

- You should use primary and secondary sources in preparing for your presentation and essay. However, do not use internet sources in any of the essays for this course. The following are exceptions to this rule and may be used, since they are clearly of a scholarly nature:
  - Articles from full-text databases like JSTOR and Project Muse  
<http://www.jstor.org/> and <http://muse.jhu.edu/>
  - Online primary sources (texts written by historical actors that have been re-published on the web).
  - Internet pages that I have approved well in advance, at least one week before turning in the assignment.
- Newspapers or magazines found on the internet can be used as primary sources rather than a substitute of scholarly articles or books.
- Videos and images from the internet are acceptable, but the above restrictions applied for other kind of material, please ask me if unsure.
- Wikipedia is not a reliable source of information, so it is not acceptable to base your academic papers or presentations on it.
- Take advantage of the library collection and of interlibrary loans, which have to be ordered at least a couple of weeks before the date you plan to read them.
- For more information see recommended websites under Information in the Blackboard site of this course.

**A note about style:**

Please use Times New Roman font size 12, one-inch margins, and double-space in between lines in all your assignments. The student's name, course number, and submission date should be typed in the upper left corner of the first page. After this header, one blank line should appear before the assignment title, which should be followed by one blank line before beginning the assignment. You should take advantage of Moravian College Writing Center located at the second floor of Zinzendorf. Telephone Number: 610-861-1592. (See link under Information in the Blackboard site of this course.) **Submit your work in hard copy at class time.**

**About attendance and classroom etiquette:**

- The attendance policy for this course is strict. Only TWO unexcused absences are allowed in the semester. To justify an absence you must provide a doctor's note or a written explanation from an athletics coach. If a student plans to arrive more than five minutes late to class, he or she might consider making other arrangements or inform me in

advance and arrive in a non-disruptive manner. Illness on a quiz date will be excused only with a doctor's note.

- As a courtesy to the class, please be on time. Lateness will affect your participation grade.
- If you need to go to the restroom, please do so before or after the class. Restrain from leaving the classroom unless it is extremely necessary.
- You should not carry on conversations in class, even if they happen to be related to the topic. Even if such conversations are relatively quiet and do not seem to disturb anyone nearby, they can be distracting and rude to the professor. So if you have something to say or ask, please share it with the rest of the class.
- **Please turn off your cell phones during class. No texting will be tolerated.**
- Contact me in advance (at least two weeks before the due date) if you have queries about assignments.
- Deadlines are not negotiable.

### **Students with disabilities**

- Students with disabilities (e.g., learning disabilities, attention deficit hyperactivity disorder, neurological disorders, health, physical, mobility, hearing, visual, mental health/psychiatric) should contact the assistant director of learning services for disability support for further assistance and information. Telephone: 610 861-1510.

### **Readings and film**

- All readings should be completed before coming to class. It is essential that you bring your readings and your notes to every class as we will routinely refer to both.
- Readings are available on the Blackboard site. These are marked in the syllabus with a “📖”
- “Like Water for Chocolate,” the film that we will discuss, is available in the Blackboard site of this course. You are responsible for watching it outside class hours. I will post questions for you to answer and bring to class to work on them.
- The required book is available for purchase at the bookstore.

### **Blackboard site and email communication**

- Everyone is responsible for visiting the Blackboard site of this course where you will find:
  - The course syllabus
  - All the readings marked with a “📖”
  - Questions about the film
  - Recommended websites
  - Referencing and writing advice
  - Important announcements and information
- I will send you relevant information and contact you when necessary only through your Moravian email account. I also expect you to contact me through your college email rather than your personal email.
- If you need to discuss something with me, please come to my office hours or set an appointment.

**Academic honesty**

- Moravian College does not tolerate plagiarism, cheating, or helping others to cheat.
- Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional.
- Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should simply be cited.
- For a more detailed explanation on plagiarism please see the “Academic Honesty at Moravian College” link under Academic Life at the Student Handbook website.
- If you have questions about how to reference others’ works you should look at the referencing advice and explore the suggested websites in the Blackboard site of this course.
- Students suspected of plagiarism or cheating will automatically receive an “F” in the course and will be reported to the appropriate school authorities.

**Please do not hesitate to speak directly with me if you have any questions about any of the assignments and/or requirements for the class.**



## SCHEDULE

### I INTRODUCTION

#### 9/31 Course overview

- Sources in the study of food, gender and class in Latin America

#### 9/2 Gender and History

- Joan W. Scott, "Gender: A Useful Category of Historical Analysis," in *Feminism and History*, Oxford: Oxford University, 1996. 📖
- Carmen Ramos Escandón, "Reading Gender in History," in Elizabeth Dore (ed.), *Gender Politics in Latin America: Debates in Theory and Practice*, New York: Monthly Review Press, 1997. 📖

### II GENDER, CLASS AND PATRIARCHY

#### 9/7 Honor, Ethnicity and Gender

- Ana María Alonso, *Thread of Blood: Colonialism, Revolution, and Gender on Mexico's Northern Frontier*, Tucson: University of Arizona Press, 1995, chapter 2 and 3. 📖

#### 9/9 Motherhood

- Donna J. Guy, "Mothers Alive and Dead," in *White Slavery and Mothers Alive and Dead: The Troubled Meeting of Sex, Gender, Public Health, and Progress in Latin America*, Lincoln: University of Nebraska Press, 2000. 📖
- Patience A. Schell, "On the Sublime Mission of Mothers of Families," in Stephanie B. Mitchell and Patience A. Schell (eds.), *The Women's Revolution in Mexico, 1910-1953*: Rowman & Littlefield, 2006. 📖

#### 9/14 Patriarchy

- Mary Kay Vaughan, "Modernizing Patriarchy" in Elizabeth Dore and Maxine Molyneux, *Hidden Histories of Gender and the State in Latin America*, Durham: Duke University Press, 2000, 📖
- Nichole Sanders, "Improving Mothers: Poverty, the Family, and 'Modern' Social Assistance in Mexico," in Stephanie B. Mitchell, and Patience A. Schell (eds.), *The Women's Revolution in Mexico*. 📖

#### 9/16 Women in Latin America

- Elizabeth Dore, "One Step Forward, Two Steps Back: Gender and the State in the Long Nineteenth Century," in *Hidden Histories of Gender* 📖.
- Maxine Molyneux, "Twentieth-Century State Formations in Latin America," in *Hidden Histories of Gender* 📖.

### III FOOD AS AN OBJECT OF STUDY

#### 9/21 Food Studies

**Meet at the computer “alcove”/lab at the Reeves Library** for a talk about library resources. Our class will follow in a study room at the library.

#### Food diary due

- Warren Belasco, "Food Matters: Perspectives on an Emerging Field," in Warren Belasco and Philip Scranton (eds.), *Food Nations: Selling Taste in Consumer Society*, New York: Routledge, 2002. 📖

#### 9/23 Oral History

#### Discussion about food diary

- Meredith E. Abarca, "Los Chilaquiles de mi 'ama: The Language of Everyday Cooking," in Sherrie A. Inness (ed.), *Pilaf, Pozole, and Pad Thai: American Women and Ethnic Food*, Massachusetts: University of Massachusetts, 2001. 📖
- Arlene Voski Avakian, *Through the Kitchen Window: Women Explore the Intimate Meanings of Food and Cooking*, Boston: Beacon Press, 1997. 📖

#### 9/28 Cookbooks

- Arjun Appadurai, "How to Make a National Cuisine: Cookbooks in Contemporary India," in Carole Counihan and Penny Van Esterik (eds.), *Food and Culture: A Reader*, New York: Routledge, 1997. 📖
- Janet Theophano, *Eat My Words: Reading Women's Lives Through the Cookbooks They Wrote*, New York: Palgrave Macmillan, 2002. 📖

#### 9/30 Writing History through Cookbooks

#### Final essay topic description

- Alex García, *In a Cuban Kitchen*, Philadelphia: Running Press, 2004. 📖
- Beatriz Llamas, *A Taste of Cuba*, Northampton: Interlink Books, 2005. 📖
- Laura Schenone, "A Woman's West," in *A Thousand Years Over a Hot Stove: A History of American Women Told Through Food, Recipes, and Remembrances*, New York: W.W. Norton & Company, 2003. 📖

### IV ROOTS AND EXCHANGES

#### 10/5 Mesoamerica

- Jeffrey M. Pilcher, *¡Que vivan los tamales!*, introduction and chapter 1.
- Laura Schenone, "Native Roots," in *A Thousand Years Over a Hot Stove*. 📖

#### 10/7 The Andean Region

#### Cookbook analysis due

- Sophie D. Coe, *America's First Cuisines*, Austin: University of Texas Press, 1994, chapters 12, 13, and 14. 📖

#### 10/12 No Classes Fall break

## **10/14 Colonial Era**

### **Cookbook Analysis Discussion**

- Jeffrey M. Pilcher, *¡Que vivan los tamales!*, chapter 2.
- Laura Schenone, “When the Europeans Came,” in *A Thousand Years Over a Hot Stove*. 📖

## **10/19 Visit to Hispanic grocery shops in the South Side**

## **10/21 Chocolate**

### **Dining out analysis due and define Hispanic ingredient or foodstuff to present**

- Sophie D. Coe and Michael D. Coe, *The True History of Chocolate*, London: Thames and Hudson, 1996. 📖
- Manuel Aguilar Moreno, “The Good and Evil of Chocolate in Colonial Mexico,” in Cameron L. McNeil, (ed.), *Chocolate in Mesoamerica: A Cultural History of Cacao*, Gainesville: University Press of Florida, 2006. 📖

## **10/26 No classes, Prepare research proposal**

## **10/28 No classes, Prepare Hispanic grocery shop presentation**

## **V FOOD AND IDENTITY**

### **11/2 Slavery**

#### **Research proposal due**

- Sidney Wilfred Mintz, *Tasting Food, Tasting Freedom: Excursions into Eating, Culture and the Past*, Boston: Beacon Press, 1996. 📖
- María Eugenia Chaves, “Slave Women’s Strategies for Freedom and the Late Spanish Colonial State,” in *Hidden Histories of Gender*, pp. 108-126.
- Isaac F Holton, “Daily Life in Nineteenth-Century Colombia,” in Gertrude Matyoka Yeager, *Confronting Change, Challenging Tradition: Women in Latin American History*, Wilmington: Scholarly Resources Inc., 1994. 📖

### **11/4 Civilizing Goods**

#### **Hispanic grocery shop presentations**

- Arnold J. Bauer, *Goods, Power, History: Latin America's Material Culture*, Cambridge: Cambridge University Press, 2001, chapter 4. 📖

### **11/9 Many Chefs in the National Kitchen**

#### **Hispanic grocery shop presentations**

- Jeffrey M. Pilcher, *¡Que vivan los tamales!*, chapter 3 and 4.

## **VI FOOD AND MODERNITY**

### **11/11 The Modernization of Popular Cuisine**

#### **Hispanic grocery shop presentations**

- Jeffrey M. Pilcher, *¡Que vivan los tamales!*, chapter 5 and 6.

## **11/16 Developing and Global Goods**

### **Discussion of *Like Water for Chocolate***

- Arnold J. Bauer, *Goods, Power, History*, pp. 185-219. 📖

## **11/18 A Taste of Colonialism**

- Richard Wilk, *Home Cooking in the Global Village: Caribbean Food from Buccaneers to Ecotourists*, New York: Berg, 2006. 📖

## **VII HEALTH AND NUTRITION**

### **11/23 Science in the Kitchen**

- Laura Schenone, “Home Economics Takes Root” and “The Sacred Profession of Domestic Science,” in *A Thousand Years Over a Hot Stove*. 📖
- Melanie E. Du Puis, “The Perfect Food Story,” in *Nature's Perfect Food: How Milk became America's Drink*, New York: New York University Press, 2002. 📖

## **11/25 No classes, Thanksgiving break**

### **11/30 Nutrition Policy**

#### **Dining out analysis due**

- Sandra Aguilar Rodríguez, "Cooking Modernity: Nutrition Policies, Class, and Gender in 1940s and 1950s Mexico City", *The Americas*, vol. 64, no. 2, October, 2007. 📖

## **VII Latinas' Food Experiences**

### **12/2 Food and Immigration**

#### **Dining out analysis discussion**

- Laura Schenone, “Tracing a path of Hunger,” in *A Thousand Years Over a Hot Stove*. 📖
- Carole Counihan, “Mexicanas’ Food Voice and Differential Consciousness in the San Luis Valley of Colorado,” in Carole Counihan and Penny Van Esterik (eds.), *Food and Culture*. 📖

## **12/7 Resistance and Adaptation**

#### **Final essay due**

- Benay Blend, “I Am an Act of Kneading,” in Sherrie A. Inness (ed.), *Pilaf, Pozole, and Pad Thai*. 📖
- Jeffrey M. Pilcher, *¡Que vivan los tamales!*, chapter 7 and Epilogue.

## DEADLINES

| Assignment                                    | Dates                |
|---|----------------------|
| Food diary                                    | September 21         |
| Final essay topic description                 | September 30         |
| Cookbook analysis                             | October 7            |
| Dining out analysis                           | October 19           |
| Research project                              | November 2           |
| Hispanic grocery shop presentations           | November 4,9, and 11 |
| Discussion of <i>Like Water for Chocolate</i> | November 16          |
| Final Essay                                   | December 7           |