

HIST/WOST 296 Fall 2011 M/W 2:35-3:45pm Comenius Hall 218	Dr. Sandra Aguilar aguilars@moravian.edu Office: Comenius Hall 302 Office hours: M/W: 11am-12pm T/Th: 9am-10am 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 colonialism. 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course is based on analysis of the historiography; however we will also look at primary sources such as cookbooks and historical documents along with cinema and art.

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 book for purchase

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

All the remaining readings will be on the Blackboard site of this course. You need to print them and bring them to class along with your notes.

Films

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

De Ollas y Sueños (Cooking Up Dreams), directed by Ernesto Cabellos, Peru, 2009.

Food Inc, directed by Robert Kenner, USA, 2008.

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, 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.

- Every class I will randomly ask students to summarize what we discussed the previous class and the content of the due readings. If you fail to provide a complete answer you will lose points towards your participation grade, so please be prepared.

30% 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.

50% Research Paper

Throughout the semester you will carry out an in-depth monographic study about any topic of your interest related to food and foodways from the perspective of women and/or class in Latin America. Students will submit several assignments and present their progress in front of the class. Each stage is essential and should be given the importance of an independent assignment. At the end students will submit a dossier including all the previous work and present their final outcome.

5% Research Topic

Provide a tentative title, a 200-word description addressing the questions what, why, and how, and a bibliography including at least five books or articles. You should use Chicago Style in all citations and references.

5% Literature Review

A three-page long paper discussing the historiography on your subject. You will continue researching, reading and adding material for your final paper, however this literature review will be the first approach to your topic revealing if you should follow a different line or explore other topic.

10% Research Project and Project Presentation

A three-page long project including: title, introduction, outline or description of each section of your paper, and bibliography. The outline should include your main argument and how are you going to develop it. You also need to show a clear understanding of the historiography, how it has changed and what does that change reveal. A week after you submit your project you will present it to the class in order to receive feedback from your classmates.

Presentations should last 5 minutes in which each student will point at his thesis and how he/she plans to prove it. The aim of these presentations is to receive feedback from your classmates.

10% First Draft of your final paper

Length: at least seven pages including introduction, conclusions and bibliography.

15% Final Draft plus dossier

Length: at least 10 pages including introduction, conclusions and bibliography.

You will submit all the previous stages of your research at this point.

5% Final research presentation

A 10 minutes presentation that will take place the last class of the semester, the same day in which the final paper and dossier are due.

Assignments

5% Food Diary

Due Date: September 26

Write a food diary stating everything you eat and drink and at what time you eat. You should clarify if you are eating out, at the cafeteria, 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, write a reflection 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.

10% Cookbook Analysis

Due Date: October 12

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 where they have a good collection of Latin American cookbooks. 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 can we learn from it? Which are the intentions of the author?
- If it includes images, how would you describe them and in which way they can help you to analyze the content of the cookbook?
- How is the cookbook organized? (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 it refers to?
- What are your thoughts and opinion about the cookbook?
- Include a bibliography, which does not count for the three-page limit.

5% Dining out

Due date: November 7

Go to a Hispanic food restaurant. (Choose a less Americanized version of Latin American food (no Taco Bell or Tex-Mex restaurants such as Cactus Blue or Fiesta Olé). 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?

10% Hispanic grocery shop visits and presentation

Presentations will take place on November 16, 21 and 28 (two or 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 define the subject of your presentation 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 are presenting?
- 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 to share 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 produce a document to guide your presentation. Please bear in mind that you have only 10 minutes to present, so the paper would have to be no longer than five pages. In your presentation, avoid reading and feel free to use power point or other audio-visual aid.

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 for your research paper:

- You should use secondary sources in preparing for your paper (books and scholarly articles). No internet sources are accepted. 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/>
 - Internet pages that I have approved well in advance, at least two weeks before turning in the assignment.
- Wikipedia is not a reliable source of information, so it is not acceptable to base your academic papers or presentations on it. Using Wikipedia will result in an "F".
- Take advantage of the library collection and of interlibrary loan, which have to be ordered at least a couple of weeks before the date you plan to read them, so please plan ahead.

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 using single space in between lines. After this header, one blank line should appear before the assignment title, which should be followed by one blank line before beginning the body of your assignment.
- Citations must be included in the form of footnotes following the Chicago Style. See <http://moravian.libguides.com/content.php?pid=59393&sid=436067> or <http://dlib.hamilton.edu/sp/subjects/guide.php?subject=CitingSources#misc>
- You should take advantage of Moravian College Writing Center located at the second floor of Zinzendorf, a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392. (See link under Information in the Blackboard site of this course.)
- Submit your work in hard copy at class time. I will not accept email submissions.
- Back up all your work (in your computer and an external drive) in order to avoid losing your files.

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 due 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 at least two weeks before the due date if you have queries about an specific assignment.
- 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 Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Eating Disorders

Disordered eating/exercise is marked by extremes. It is present when a person experiences severe disturbances in eating behavior, such as extreme reduction of food intake or extreme overeating, or feelings of extreme distress or concern about body weight or shape. The main types of eating disorders are anorexia, bulimia, and binge eating disorder. If you think you might suffer any of these conditions visit the Counseling Center at Moravian College. The Counseling Office is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Office, please call 610.861.1510.

<http://home.moravian.edu/public/stusvc/counseling/>

You can find more information in the following websites:

- The National Eating Disorders Association <http://www.edap.org/>
- The Renfrew Center <http://renfrewcenter.com/>
- Food Addicts Anonymous <http://www.foodaddictsanonymous.org/>
- Overeaters Anonymous <http://www.oa.org/>
- Valley Wide Help: (610) 435-7111 provides referrals for additional help in the community.
- Northampton County Crisis: (610) 252-9060 services are available 24 hours a day. Services include FREE telephone counseling, mobile crisis, walk-in crisis assistance.
- Dr. Katherine Restuccia, 227 W Broad St, Bethlehem, PA 18018. Tel (610) 317-9976

Readings and films

- 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.
- Films will be available in the Blackboard site of this course. You are responsible for watching assigned films outside class hours and be prepared to discuss them in class. You have to write a two-page reflection addressing how what we have read and discussed in class helps you to understand the film as well as your queries about unclear aspects of the movie.
- The required book is available for purchase at the bookstore.

Blackboard site and email communication

- The enrollment code to access the Blackboard site of this course is “food”
- Everyone is responsible for visiting the Blackboard site of this course where you will find:
 - The course syllabus
 - All the readings marked with a “🔒”
 - Films
 - 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. Also look at <http://moravian.libguides.com/content.php?pid=59393&sid=436064>
- 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

8/29 Course overview

- Syllabus and grading
- Dana Goodyear, "Grub: Eating bugs to save the planet," *The New Yorker*, August 15 & 22, 2011.

8/31 Gender and History

Write a reaction to the course syllabus. Include at least two comments, which can be in the form of doubts.

- Joan W. Scott, "Gender: A Useful Category of Historical Analysis," in *Feminism and History*, Oxford: Oxford University, 1996. 📖

9/5 Labor Day No Classes

II HISTORIOGRAPHY

9/7 Gender and Historiography

Submit review of Writing Advice and Sources under the Information file on Blackboard

- Sueann Caulfield, "The History of Gender in the Historiography of Latin America," *The Hispanic American Historical Review*. vol. 81, no. 3-4, August-November, 2001, pp. 449-490. 📖

9/12 Women in Nineteenth-Century Latin America

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

9/14 Women in Twentieth-Century Latin America

- Maxine Molyneux, "Twentieth-Century State Formations in Latin America," in *Hidden Histories of Gender* 📖.

9/19 Patriarchy

Due: Research Topic

Library Session: we will meet at the computer lab on the main floor of the library, right next to the Reference Desk. Afterwards we will move to a study room in the library to continue with our class.

- 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, 📖

9/21 Motherhood

Discussion based on the film *Like Water for Chocolate*

- 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. 📖
- 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*. 📖

III FOOD AS AN OBJECT OF STUDY

9/26 Food Studies

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. 📖

9/28 Oral History and Ethnography

Discussion about food diary

- Maria Elisa Christie, *Kitchenspace: Women, Fiestas, and Everyday Life in Central Mexico*, Austin, University of Texas Press, 2008. 📖
- 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. 📖

10/3 Cookbooks

Literature review due

- 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. 📖

10/5 Writing History through Cookbooks

- 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. 📖

10/10 Fall Recess No Classes

IV ROOTS AND EXCHANGES

10/12 Mesoamerica

Cookbook analysis due

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

10/17 Islands of the Caribbean and the New Spain

Cookbook Analysis Discussion

- *Daily Life in Colonial Mexico: The Journey of Friar Ilarione Da Bergamo, 1761-1768*, chapters 5 and 8. 📖

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

10/24 Submit Research Project and Project Presentations

10/26 Colonial Era

Define Hispanic ingredient or foodstuff to present

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

10/31 Chocolate

Discussion based on the film *Cooking Up Dreams*

- 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. 📖

V FOOD AND IDENTITY

11/2 Slavery

- Sidney Wilfred Mintz, *Tasting Food, Tasting Freedom: Excursions into Eating, Culture and the Past*, Boston: Beacon Press, 1996. 📖
- Frederick H. Smith, “Ancestors and Alcohol in Africa and the Caribbean” in *Caribbean Rum: A Social and Economic History*, University Press of Florida, pp. 95-117. 📖

11/7 A Taste of Colonialism

Dining out analysis due

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

11/9 Civilizing Goods

Dining out analysis discussion

- Arnold J. Bauer, *Goods, Power, History: Latin America's Material Culture*, Cambridge: Cambridge University Press, 2001, pp 85-104 and 185-200 (“Food, Drink and Cooking” and “National Cuisines”) 📖

11/14 Many Chefs in the National Kitchen

Research Paper First Draft due

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

11/16 The Tortilla Discourse: Nutrition and Nation Building

Hispanic grocery shop presentations

- Jeffrey M. Pilcher, *¡Que vivan los tamales!*, chapter 4.
- Thomas A. Janvier, *The Mexican Guide*, New York: Charles Scribner's Sons, 1895. 🗑️

VI FOOD, MODERNITY AND NUTRITION

11/21 The Modernization of Popular Cuisine

Hispanic grocery shop presentations

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

11/23 No classes, Thanksgiving break

11/28 Science in the Kitchen

Hispanic grocery shop presentations

- 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. 🗑️

11/30 Milk Consumption in Mexico

Discussion based on the film *Food Inc*

- Sandra Aguilar, "Nutrition and Modernity: Milk Consumption in 1940s and 1950s Mexico," *Radical History Review*, Special Issue on Radical Foodways, 110 (Spring), 2011. 🗑️

12/5 Nutrition Policy

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

12/7 Final Paper including full dossier and Presentations due

DEADLINES

Assignment	Dates
Syllabus Reaction	August 31
Research Topic	September 19
Discussion of <i>Like Water for Chocolate</i>	September 21
Food diary	September 26
Literature Review	October 3
Cookbook analysis	October 12
Visit to Hispanic Grocery Shops	October 19
Research Project and Presentations	October 24
Define Ingredient or Foodstuff to Present	October 26
Discussion of <i>Cooking Up Dreams</i>	October 31
Dining out analysis	November 7
Research Project First Draft	November 14
Hispanic grocery shop presentations	November 16, 21, and 28
Discussion of <i>Food Inc</i>	November 30
Final Paper and Presentations	December 7

I reserve the right to modify this syllabus. In those instances, I will give timely notification in class.