

**HIST 297**  
Fall 2015  
M/W 1:10-2:20  
Comenius Hall 304

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Office: Comenius Hall 302  
Office hours: M-W 10:10-11:30am  
and by appointment

## **PUBLIC HEALTH, FOOD AND RACE IN LATIN AMERICA**



### **Course Description**

This course explores the politics of food by focusing on the role science of nutrition and public health policies have had in nineteenth- and twentieth-century Latin America. We examine the influence of science and technology in daily eating practices and in nutrition discourses, highlighting the way in which gender and race are defined by this process. Latin American doctors, intellectuals and policy makers influenced by Darwinism and Lamarckism tried to make sense of their own societies, in which indigenous peoples, blacks, and mixed-blood populations represented the majority. Siding with a Lamarckian view of race, which argued that inherited traits could be changed by modifying the environment, policy makers devoted their energies to education and public health. Food and nutrition policies became the cornerstone of a healthy and productive workforce, and therefore central to the process of nation-state formation in Latin America. Health and nutrition experts targeted women and the poor in their campaign to transform daily habits with mixed results. Throughout the semester, we analyze the historiography exploring how nineteenth-century scientific understandings of race and nutrition impacted the life of ordinary people, the rise of public welfare and its implications, as well as the process of industrialization that has transformed cooking and eating practices in Latin American households. In doing so, students will evaluate how scientific ideas and new technologies impact people's daily lives as well as reflect upon the way in which scholarly interpretations have changed through time.

## Student Outcomes

- Understand the historiography on the science of nutrition and how nutrition became associated with Eugenics in the context of Latin America.
- Reflect about how the science of nutrition was used to reinforce a hierarchical view of the world in which poor nations had to imitate the diet of the Western world in order to achieve progress.
- Highlight the importance of food and nutrition discourses in the reproduction of race, class and gender perceptions in Latin America.
- Learn to value different forms of knowledge and the need of understanding other cultures in a globalized era.

## Films

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

*The Harvest/La Cosecha*, directed by Roberto Romano, USA-Peru, 2011.

*Fast Food off the Shelf (¿Por qué quebró Mc Donald's en Bolivia ?)*, directed by Fernando Martínez, Bolivia-Venezuela-Argentina, 2011.

## Readings, assignments and technology

- All the **readings** will be on the Blackboard site of this course. You need to complete all due readings prior to class. You should print them and bring them to class along with detailed notes. Alternatively, bring your Ipad, tablet or laptop to access the reading along with your notes. The average number of pages we will read each week is 60, plus the reading you have to do for your research paper.
- All **assignments** should be submitted via Blackboard before 1pm on the due date. If for any reason you were unable to upload it, please send it via email prior to class or bring a hard copy on the due date.
- **Films**: All films will be on reserve at the Reeves Library's main desk In addition you will be able to stream them via Blackboard. You have to write a two-page reflection addressing how our readings and class discussion connect with the film, your queries about unclear aspects and your opinion. Submit your reflection prior to class and come prepared to discuss it.
- You should bring your **laptop or Ipad** to all classes and have access to your homework in order for you to comment on it in class. You cannot work with your phone.
- **Students will work in teams of two**. I assigned teams with the objective of having students with different majors and at different stages working together (for instance a freshman with a sophomore). I hope this will generate a richer and complex discussion and will allow students share their knowledge and experience. I understand that team work might be a challenge, but once you graduate from college working in teams will

be the norm rather than the exception and most likely you will not be able to choose your colleagues.

- Use **Google calendars** to keep track of assignments and deadlines and **Google drive** to save and share your work.
- If there is a problem with Blackboard do let me know ahead of time. If you do not find the reading, the film, or the folder to submit an assignment do send me an email before 5pm.

### **What is an A?**

The difference between a B and an A in this class is based on students exhibiting different kinds of performances. Many students think that completing all of the assigned work, mastering the concepts being taught in a course and using them accurately merits an A. It does not. That represents a B+ performance. An A is assigned when a student does all of the above, but also shows an original and creative interpretation of the material and a depth of analysis. An A student sees beyond the obvious and looks for unstated relationships and connections. To receive a score of 100 would require you to not only show you have read the material, can answer a question, and can use the information correctly, but also to use the material in a thoughtful and innovative way. This requires you to give yourself **adequate time to read the assigned material carefully** and **think** about your answers. It also requires **clear writing** to express depth of thinking.

### **Class Requirements**

#### **10% Participation**

- 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 before class and take notes about them to be prepared to ask questions, discuss, and reflect about the assigned material. 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 and express your dissent.
- You need to do all the readings. This is a very intense course, so please organize your study time so you can finish readings before the due date.

## Assignments

### 5% Document analysis

Each class a group of two students will be in charge of guiding the discussion based on a series of questions that they will prepare. These questions should help the class analyze the assigned readings by pointing at the main argument, key ideas, methodology, contributions and limitations of each document, as well as questions. Depending on the number of students in the class, each individual might prepare questions for three or more classes per semester. Questions should be complex and point at various layers of meaning that might not be fully answered by the text. Avoid posing questions that are easy to answer, we will practice this skill together the first weeks of classes.

### 5% Extracurricular activity

As part of the Hispanic Heritage Month there will be various events relevant to our class. As part of this class you should attend to Sarah White's talk and write a two-page reflection due the following week.

**"Moving Beyond Borders"** by Sarah White '11 on Thursday, **October 8th at 7pm** in the UBC Room - Sarah will join us for an intimate dinner in which she will analyze and combat stereotypes on immigration based on her research and time spent on the border between the United States and Mexico. Registration is required; a registration link will be sent by email on September 21st.

I do understand that this event will take place outside of our class hours, however most of you should be able to attend. If for any reason you cannot make it, you should attend either Sonia Nazario's presentation on Monday, September 28th at 7pm in Prosser Auditorium or the discussion panel "Voices of Diversity: Moravian College Faculty and Staff Speak" on Tuesday, September 22 from 11:45 to 12:45 at Prosser Auditorium. Submit your two-page reflection the following class adding "In lieu of Moving Beyond Borders" in the title, so I can grade it properly.

### 5% Food diary

Write a food diary stating everything you eat and drink including time and place. You should clarify 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 or on 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.

### 5% Dining out

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). You will realize that a place is more "authentic" if you see Latinos eating there. These restaurants are usually located in more diverse neighborhoods. Ask the waiter or

waitress which is their specialty. Try to order dishes that are new to you. In Bethlehem I can recommend El Paisano, D'William, Cuquita, and Francisco's Salvadoreño.

Write a three-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?
- Was there something surprising?
- What did you learn from this experience?

### **Research paper**

Throughout the semester you will carry out an in-depth monographic study about any topic of your interest related to food, nutrition, or public health from the perspective of gender and/or race in Latin America. **Students will work in teams of two.** You will submit your work in stages and present it in front of the class. Each stage is essential and should be given the importance of an independent assignment. Prior to each submission you will create a schedule to divide tasks and keep your research on track. Students will provide feedback on their drafts during a workshop. At the end of the semester each team will have a 15-page long paper and they will present their outcome to the class.

#### **5% Research topic and bibliography**

Provide a tentative title, a 400-word description addressing the questions what, why, and how, and a bibliography including at least seven books or articles. You should include a schedule dividing tasks in your team. Define which books or articles will be read by whom as well as your own deadlines. Please look at the document providing guidance on how to write a bibliography in Chicago style. You will find it on Blackboard.

#### **10% Summary of a monograph**

After revising your bibliography with me, I will ask you to read two specific books/monographs. Each student in the team will read one book, and therefore you will present an individual summary. You will read this book from cover to cover and write an eight to ten page summary of it. This reading will allow you to have a better sense of your topic and how to organize your research. You should divide your summary in chapters and write the page numbers that you are referring to at the end of each paragraph. Try to summarize in your own words instead of quoting directly from the book, but do add quotes that eventually could end up in your paper. Also add comments that could also end up in your final paper. At the end of the summary, you will include a one-page reflection about what was the most interesting aspect of this book and how this reading has helped you understand better your topic and how to

proceed in your research. You will present the main argument of the book you read in front of the class.

**10% Research project and literature review**

A five-page long project including: title, introduction, outline describing each section of your paper, and an updated bibliography. In the literature review you should make reference to at least six sources, providing a brief summary and how those book chapters or articles contribute to your research. You will continue researching, reading and adding material for your final paper . Your updated schedule should state clearly how are you going to work towards your first and second draft including deadlines. You will prepare a three-minute presentation to deliver in front of the class.

**10% First draft of your final paper**

Length: at least 7 pages including bibliography.

**10% Second draft of your final paper**

Length: at least 13 pages including introduction, conclusions and bibliography.

**15% Final paper**

Length: 15 pages including introduction, conclusions and bibliography. Your final paper should be based in at least eight sources.

**5% Peer review workshops**

**5% Final research presentation**

It should last no more than 15 minutes and will take place the last two classes of the semester.

**Schedules**

- In order to help you organize, improve your time-management skills and generate a positive group dynamic I will ask you to **submit a schedule** with a clear description of the tasks and deadlines each team member will follow. You need to submit your schedules on set dates, if you fail to submit your schedule I will not grade your next assignment.
- Each team has **freedom to organize** so you could define tasks for each member and work online or side by side. I suggest you to divide the readings and produce detailed notes for your team member to read. Once you start writing your paper, you should decide if you want to write together or divide your paper in sections for each member to write. Of course, at some point you need to revise what your team member wrote to see if both of you agree and to generate a coherent piece of writing with a uniform style.
- You will create a **Google folder** under the Google folder of our class. You will upload all your work on that folder. This will allow you to facilitate coordination, keep your work safe, and keep track of the work each student is doing.
- You are also responsible for **keeping track of all your exchanges** (emails or texts), so if any problem arises we can address it. Please let me know as soon as possible if you

are having troubles with your team member, if he or she is not responding to your emails or not doing his or her share. In extreme cases, I will compare the submitted schedule against the work on Google docs folder, emails and texts you have exchanged to determine who followed the agreed deadlines and who did not. This will affect the grade of the student who is not doing his or her part.

### Extra Credits

There will be various extra credit opportunities this semester, however most of them take place in September and October, please do not wait until the end to find out how you can boost your grade, no other extra credits will be added. If you decide to attend any of these events you should submit a two-page reflection within a week via Blackboard. There is not limit in the number of extra credits. Please keep in mind that for some of these event you need to register ahead of time.

- **Mexican Independence Day Festival in Philadelphia** on Sunday, September 13th at 11am: Take a road trip to the Mexican Independence Day Festival in Philadelphia to celebrate Mexican independence with music, food, dancing, and more. Discover traditional arts and crafts, dance with Mexican rock bands and enjoy face painting and giveaways during the popular event at Penn's Landing. Advanced sign-up at HUB desk is required.
- The Latino Student Union presents "**Code Switching: English + Spanish = Spanglish**" on Thursday, September 17th at 4pm in the Laros Room. What is it like to live in two cultural worlds and when would one know it is time to switch? Join us for a provoking discussion about the cultural and linguistic phenomenon known as "code-switching."
- **Hispanic Heritage Month Community Dinner** on Sunday, September 20th at 5pm: Celebrate the month with food, music, and fellowship in the Saal Bahnson Center. Registration for the dinner is required; a registration link will be sent by email on September on September 7th.
- "**Voices of Diversity: Moravian College Faculty and Staff Speak**" Tuesday, September 22 from 11:45 to 12:45.  
A discussion in which faculty and staff share experiences regarding what it has been like living within the dominant "white" American culture.
- **Sonia Nazario**, HHM Keynote Speaker on Monday, September 28th at 7pm in Prosser Auditorium: Sonia Nazario, author of "Enrique's Journey," will be our keynote speaker. Ms. Nazario's national bestselling book recounts the unforgettable quest of a Honduran boy looking for his mother, eleven years after she is forced to leave her starving family to find work in the United States.

- The Spanish Club presents "**Hungry for Heritage**" on Monday, October 5th at 3pm at Dean Hunt's house (1132 Main Street - directly across from the Hall of Science). Sign-up in advance at any Spanish Club meeting on Mondays at 3pm in the HUB. Bring a dish to "Hungry for Heritage" and share and discuss the cultural heritage of the cuisine.
- **History Club Talks**, which usually take place every other week. Day and place TBA.

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 set an appointment with me at least one week before the due date of each assignment.

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

### **Research sources**

- In preparing for your paper you should use secondary sources (books and scholarly articles). No internet sources will be accepted. The following are exceptions to this rule and may be used, since they are clearly of scholarly nature:
  - Articles from full-text databases like JSTOR and Project Muse  
<http://www.jstor.org/> and <http://muse.jhu.edu/>
  - Newspapers and magazines are not scholarly sources. Most content does not state its author and if so, it does not include references to its sources. Although it could be helpful to give you a general understanding on a topic, newspaper and magazine articles are not adequate for academic research. Be mindful about your searches, EBSCO or Academic Search Elite for instance, include references to many newspapers and magazines, so pay attention to where your information comes from.
  - Only Internet pages that I have approved well in advance, at least one week before turning in the assignment could be used as sources.
- 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 need to read them, so please plan ahead of time.

### **Academic writing 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. Numerate your pages.



- Contractions (don't, can't, he's, wouldn't) should not be used in academic writing. I will deduct two points per each contraction you use.
- Citations must be included in the form of footnotes (at the bottom of each page) 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 The Writing Center, which is a free resource for improving your writing. At the Writing Center, trained Moravian students can help you figure out assignments and improve your writing. They can help at any stage of the writing process, whether you have not started the assignment and need help picking a topic, or you are near the end and want to check that everything is in order. The tutors will first work with you to make sure that all the bigger issues are covered, such as proper citation, fulfilling the assignment, and structure of the paper. Then, they can also help you with spelling, grammar, and mechanics. You can sign up for a half-hour or an hour-long appointment. After your appointment, the tutor you work with will send me a progress report, letting me know that you were there. The Writing Center is on the second floor of Zinzendorf Hall and the extension is 1592. Their hours vary each semester, but they are generally open Monday-Thursday afternoons and evenings, and Sunday evening. Watch your email for an announcement about when the Writing Center opens, generally the third week of the term, which will also include the hours.

#### **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 an exam 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.
- I will deduct two points per each additional unjustified absence (after your two allowed unjustified absences). If you miss more than five classes your chances of passing the class will decrease as you might lag behind deadlines and will miss explanations and announcements. You are responsible for finding out important information provided in class if you were unable to attend.
- 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. Close your Facebook and/or any other social media website as well as any non-relevant site. You should be able to concentrate while in class. No texting or chatting will be tolerated. If I find you texting

or browsing the Internet I will send you an email reminding you of this policy. If you disregard it, I will deduct two points of your final grade after each recurrence.

- I do understand that emergencies happen, so if for any reason you need to have your cell phone on please turn it to vibrate mode. If you need to make a call or reply to a message, please do it outside of the classroom.
- Contact me at least one three days before the due date if you have queries about an specific assignment. If your query is not urgent, please ask it the following class. Chances are that other students have also the same doubt.
- Deadlines are not negotiable.

### **Students with disabilities**

- Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

### **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. 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

### **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
  - 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.
- Email Etiquette: Whenever you are addressing an email to someone other than a good friend, you need to follow a basic etiquette. Your emails should have a proper greeting (Hello Professor or Dr. Aguilar.); "Hi there" or just "Hi" is not acceptable. Your message should follow the rules of standard written English (capitalization, spelling, and grammar), and a closing (“Thank you for your help,” or “Thank you for your time”). It is always polite to thank the person for reading the email and trying to assist you. Also, be sure to sign the email with your own first and last name. The subject line of your email should be clear and formal. Messages that do not follow this format will not be addressed.
- If you need to discuss something with me, please feel free to drop in during my office hours or set an appointment if those times do not work for you.
- I try to reply to your emails within 24 hours from Monday to Friday. Please double-check that you have access to readings, films and submission folders ahead of time. Make sure that you understand assignments and have a clear sense of deadlines. If you send me an email after 5pm, most likely I will not be able to respond until the following day. If your query is not urgent, please ask it the following class. Chances are that other students have also the same doubt.
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#### **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.

## SCHEDULE

### 8/31 Course overview

- Introductions
- Syllabus and grading

## I EVOLUTION AND SOCIAL DARWINISM

### 9/2 Origins of Evolutionary Biology

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

- Robert J. Richards, "Origins of Evolutionary Biology of Behavior" in *Darwin and the Emergence of Evolutionary Theories of Mind and Behavior* (Chicago: Chicago University Press, 1987), pp. 20-57.

### 9/7 Darwin and the descent of man

#### Submit schedule for research topic and bibliography

- Charles Darwin, "On the Races of Man" in *The Descent of Man*, (Chicago and New York: Rand, McNally & Company, 1974), pp. 162-194.

### 9/9 From Social Darwinism to Sociobiology

- Kaye L. Howard, "Social Darwinism and the Failure of the Darwinian Revolution" in *The Social Meaning of Modern Biology: From Social Darwinism to Sociobiology* (New Haven : Yale University Press, 1986), pp. 11-43.

### 9/14 Eugenics

#### Research topic and bibliography due

- Alison Bashford and Philippa Levine eds. "Introduction" in *The Oxford Handbook of the History of Eugenics* (Oxford: Oxford University Press, 2012), pp. 3-24.

## II SOCIAL DARWINISM AND EUGENICS IN LATIN AMERICA

### 9/16 Eugenics in Latin America

#### Define monograph

- Nancy Leys Stepan, "Eugenics in Latin America: Its Origins and Institutional Ecology," in *The Hour of Eugenics: Race, Gender and Nation in Latin America* (Ithaca: Cornell University, 1991), pp 35-62.

### 9/21 Cuba, Puerto Rico and Mexico

#### Submit schedule for research project and literature review

- Patience A. Schell, "Eugenics Policy and Practice in Cuba, Puerto Rico and Mexico", in Alison Bashford and Philippa Levine eds. *The Oxford Handbook of the History of Eugenics* (Oxford: Oxford University Press, 2012), pp. 477-492.

**9/23 Argentina and Mexico**

**Discussion based on the film *Food Inc* due**

- Marcelo Montserrat, "The Evolutionist Mentality in Argentina: An Ideology of Progress" in Thomas F Glick; Miguel Angel Puig-Samper, and Rosaura Ruiz eds. *The reception of Darwinism in the Iberian world : Spain, Spanish America, and Brazil* (Boston: Kluwer Academic, 2001), pp.1-27.
- Laura Suárez y López-Guazo, "The Mexican Eugenics Society" in Glick, Puig-Samper, and Ruiz eds. *The reception of Darwinism in the Iberian world*, pp. 143-151.

**9/28 Brazil and Peru**

- Heloisa Maria Bertol Domingues and Magali Romero Sá, "The Introduction of Darwinism in Brazil" in Glick, Puig-Samper, and Ruiz eds. *The reception of Darwinism in the Iberian world*, pp. 65-81.
- Marcos Cueto, "Natural History, High-Altitude Physiology and Evolutionary Ideas in Peru, in Glick, Puig-Samper, and Ruiz eds., *The reception of Darwinism in the Iberian world*, pp. 83-93.

**III THE SCIENCE OF NUTRITION AND PUBLIC HEALTH**

**9/30 Counting calories**

- Harmke Kamminga and Andrew Cunningham, "Introduction" in *The Science and Culture of Nutrition, 1840-1940* (Amsterdam: Rodopi, 1995), pp. 1-15.
- Nick Cullather, "The Foreign Policy of the Calorie," *The American Historical Review* 112 (2), 2007, pp. 337-364.

**10/5 Nutrition and Women**

**Food diary due**

- Rima D. Apple, "Science Gendered: Nutrition in the United States, 1840-1940" in *The Science and Culture of Nutrition*, pp. 129-154.
- Harvey A. Levenstein, "The New England Kitchen and the Failure to Reform Working-Class Eating Habits" in *Revolution at the Table: The Transformation of the American Diet* (Berkeley: University of California Press, 2003), pp. 44-59.

**10/7 Summary of a monograph presentations**

**10/8 "Moving Beyond Borders" by Sarah White at 7pm in the UBC Room.**

**10/12 Fall Recess No Classes**

**10/14 Science in the Kitchen**

**Reflection based on Moving Beyond Borders due**

- Melanie E. Du Puis, *Nature's Perfect Food: How Milk became America's Drink* (New York: New York University Press, 2002). pp 3-45.

#### **IV PUBLIC HEALTH AND THE WELFARE STATE**

##### **10/19 Racial Poisons and the Politics of Heredity**

**Discussion based on the film *The Harvest* due**

- Nancy Leys Stepan, "Racial Poisons and the Politics of Heredity in Latin America in the 1920s," in *The Hour of Eugenics*, pp. 62-101.

##### **10/21 Research project and literature review due along with presentations**

**Submit schedule for first draft**

##### **10/26 Doctors and Public Space**

- Marcos Cueto and Steven Paul Palmer, *Medicine and Public Health in Latin America: a History*, (Cambridge : Cambridge University Press, 2015), pp. 58-73.
- Claudia Agostoni, *Monuments of Progress: Modernization and Public Health in Mexico City, 1876-1910* ( Calgary: University of Calgary Press, 2003), pp. 23-43.

##### **10/28 The Rockefeller Foundation in Mexico**

**Dining out analysis due**

- Anne-Emanuelle Birn, *Marriage of Convenience: Rockefeller International Health and Revolutionary Mexico* (Rochester: University of Rochester Press, 2006), pp. 15-47. - 212.

##### **11/2 Local Health Units in Mexico**

- Anne-Emanuelle Birn, *Marriage of Convenience: Rockefeller International Health and Revolutionary Mexico* (Rochester: University of Rochester Press, 2006), pp 117-144 and 156-156-168.

##### **11/4 Feeding the Working Class in Mexico**

- Sandra Aguilar, "Cooking Modernity: Nutrition Policies, Class, and Gender in 1940s and 1950s Mexico City", *The Americas* 64, no. 2 (October, 2007), pp.77-205.

##### **11/9 Workshop 1**

**First draft due and submit schedule for second draft**

##### **11/11 Individual meetings**

##### **11/16 Individual meetings**

#### **V PUBLIC HEALTH AND MOTHERHOOD**

##### **11/18 Women and Public Health in Bolivia**

- Ann Zuwalski, *Unequal Cures: Public Health and Political Change in Bolivia, 1900-1950*, Durham: Duke University Press, 2007), pp 118-156.

##### **11/23 Modernizing the Nation**

**Discussion based on *Fast Food off the Shelf* due**

- Jadwiga E Pieper Mooney, *The Politics of Motherhood: Maternity and Women's Rights in Twentieth-Century Chile* (Pittsburgh: University of Pittsburgh, 2009): 13-43.

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

**11/30 Workshop 2**

**Second draft due and submit schedule for final paper and presentation**

**12/2 Mother and Child**

- Rima D. Apple, *Mothers and Medicine: A Social History of Infant Feeding, 1890-1950* (Madison, Wis. : University of Wisconsin Press, 1987), pp. 3-19 and 97-132.

**12/7 Final presentations**

**12/9 Final presentations**

**12/11 Final paper due by midnight**

## DEADLINES

Assignment	Deadline
Syllabus reaction	September 2
Schedule for research topic and bibliography	September 7
Research topic and bibliography	September 14
Define monograph	September 16
Schedule for project and literature review	September 21
Discussion of <i>Food Inc</i>	September 23
Food diary	October 5
Summary of a monograph and presentations	October 7
Moving Beyond Borders	October 8
Reflection based on Moving Beyond Borders	October 14
Discussion of <i>The Harvest</i>	October 19
Research project and literature review Presentations and schedule for first draft	October 21
Dining out analysis	October 28
First draft and schedule for second draft Workshop 1	November 9
Individual meetings	November 11-16
Discussion of <i>Fast Food off the Shelf</i>	November 23
Second draft and workshop 2 Schedule for final paper and presentation	November 30
Final Paper Presentations	December 7 and 9
Final Paper	December 11 by midnight

**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.**

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



### **Team members**

Ideally we should have teams of two. If our numbers change a student could be added or removed from your team, but this would likely happen at the beginning of the semester. Please exchange cell phone numbers and emails so you are ready to work.

Kathryn E. Dickinson and Rachel Kresge  
Stephanie L. Castlen and Ryan Dibilio  
Angelo N. Fattore and Tamara Garraway  
Alexandria C. Garin and Gary Helm  
Dana W. Sencindiver and Erik M. Roxbury  
Samantha Midili, Tara E. Pardini and Will Kiss

### **Possible Topics**

These are some general suggestions, but please feel free to choose a different topic. Keep in mind that your research should address **food, nutrition, or public health from the perspective of gender and/or race in Latin America**. If you have a general sense of what might interest you, please select a country and time period. This should be based on availability of scholarly sources, so please start searching for material as soon as possible and meet with me to discuss your thoughts. Narrow down your topic so your research becomes feasible. If you are able to read Spanish or Portuguese please let me know as soon as possible, so I can direct you to other relevant sources

- The rise of the welfare state
- Mestizaje in Mexico and its implications for public health
- The history of nutrition policies
- The creation of public dining halls
- Indigenous people, food and public health
- Black people, food and public health
- Alcohol and public health
- Education and public health
- Disease and race
- Motherhood and public health
- Public health and development
- Medical discourses on public health
- Immigration and public health

## Document Analysis Schedule

Formulate four to six questions complex questions that address the main argument oor key ideas of the text and also that could allow the class to make connections between current and previous readings. In addition share your questions about unclear terms, arguments, or sections. Some students will present more than twice.

- 9/16 Eugenics in Latin America** **Ryan Dibilio and Alexandria Garin**
- Nancy Leys Stepan, "Eugenics in Latin America: Its Origins and Institutional Ecology," in *The Hour of Eugenics: Race, Gender and Nation in Latin America* (Ithaca: Cornell University, 1991), pp 35-62.
- 9/21 Cuba, Puerto Rico and Mexico** **Stephanie Castlen and Rachel Kresge**
- Patience A. Schell, "Eugenics Policy and Practice in Cuba, Puerto Rico and Mexico", in Alison Bashford and Philippa Levine eds. *The Oxford Handbook of the History of Eugenics* (Oxford: Oxford University Press, 2012), pp. 477-492.
- 9/23 Argentina and Mexico** **Ryan Dibilio and Tamara Garraway**
- Marcelo Montserrat, "The Evolutionist Mentality in Argentina: An Ideology of Progress" in Thomas F Glick; Miguel Angel Puig-Samper, and Rosaura Ruiz eds. *The reception of Darwinism in the Iberian world : Spain, Spanish America, and Brazil* (Boston: Kluwer Academic, 2001), pp.1-27.
  - Laura Suárez y López-Guazo, "The Mexican Eugenics Society" in Glick, Puig-Samper, and Ruiz eds. *The reception of Darwinism in the Iberian world*, pp. 143-151.
- 9/28 Brazil and Peru** **Will Kiss and Alexandria Garin**
- Heloisa Maria Bertol Domingues and Magali Romero Sá, "The Introduction of Darwinism in Brazil" in Glick, Puig-Samper, and Ruiz eds. *The reception of Darwinism in the Iberian world*, pp. 65-81.
  - Marcos Cueto, "Natural History, High-Altitude Physiology and Evolutionary Ideas in Peru, in Glick, Puig-Samper, and Ruiz eds., *The reception of Darwinism in the Iberian world*, pp. 83-93.
- 9/30 Counting calories** **Angelo Fattore and Will Kiss**
- Harmke Kamminga and Andrew Cunningham, "Introduction" in *The Science and Culture of Nutrition, 1840-1940* (Amsterdam: Rodopi, 1995), pp. 1-15.
  - Nick Cullather, "The Foreign Policy of the Calorie," *The American Historical Review* 112 (2), 2007, pp. 337-364.
- 10/5 Nutrition and Women** **Tamara Garraway and Katie Dickinson**
- Rima D. Apple, "Science Gendered: Nutrition in the United States, 1840-1940" in *The Science and Culture of Nutrition*, pp. 129-154.
  - Harvey A. Levenstein, "The New England Kitchen and the Failure to Reform Working-Class Eating Habits" in *Revolution at the Table: The Transformation of the American Diet* (Berkeley: University of California Press, 2003), pp. 44-59.

- 10/14 Science in the Kitchen** **Angelo Fattore and Tara Pardini**
- Melanie E. Du Puis, *Nature's Perfect Food: How Milk became America's Drink* (New York: New York University Press, 2002). pp 3-45.
- 10/19 Racial Poisons and the Politics of Heredity** **Gary Helm and Angelo Fattore**
- Nancy Leys Stepan, "Racial Poisons and the Politics of Heredity in Latin America in the 1920s," in *The Hour of Eugenics*, pp. 62-101.
- 10/26 Doctors and Public Space** **Katie Dickinson and Dana Sencindiver**
- Marcos Cueto and Steven Paul Palmer, *Medicine and Public Health in Latin America: a History*, (Cambridge : Cambridge University Press, 2015), pp. 58-73.
  - Claudia Agostoni, *Monuments of Progress: Modernization and Public Health in Mexico City, 1876-1910* ( Calgary: University of Calgary Press, 2003), pp. 23-43.
- 10/28 The Rockefeller Foundation in Mexico** **Sam Midili and Tara Pardini**
- Anne-Emanuelle Birn, *Marriage of Convenience: Rockefeller International Health and Revolutionary Mexico* (Rochester: University of Rochester Press, 2006), pp. 15-47. - 212.
- 11/2 Local Health Units in Mexico** **Gary Helm and Katie Dickinson**
- Anne-Emanuelle Birn, *Marriage of Convenience: Rockefeller International Health and Revolutionary Mexico* (Rochester: University of Rochester Press, 2006), pp 117-144 and 156-156-168.
- 11/4 Feeding the Working Class in Mexico** **Sam Midili and Tara Pardini**
- Sandra Aguilar, "Cooking Modernity: Nutrition Policies, Class, and Gender in 1940s and 1950s Mexico City", *The Americas* 64, no. 2 (October, 2007), pp.77-205.
- 11/18 Women and Public Health in Bolivia** **Erick Roxbury and Tamara Garraway**
- Ann Zuwalski, *Unequal Cures: Public Health and Political Change in Bolivia, 1900-1950*, Durham: Duke University Press, 2007), pp 118-156.
- 11/23 Modernizing the Nation** **Erick Roxbury and Dana Sencindiver**
- Jadwiga E Pieper Mooney, *The Politics of Motherhood: Maternity and Women's Rights in Twentieth-Century Chile* (Pittsburgh: University of Pittsburgh, 2009): 13-43.
- 12/2 Mother and Child** **Stephanie Castlen and Rachel Kresge**
- Rima D. Apple, *Mothers and Medicine: A Social History of Infant Feeding, 1890-1950* (Madison, Wis. : University of Wisconsin Press, 1987), pp. 3-19 and 97-132.