

you have with these foods? In what ways do these foods express your identity? Are there foods that do express your identity that are unavailable on campus or in the area?

Include the context of your meal or snack time at which you ate this food. Did you eat it at home, in a restaurant, or at someone else's house? Did you eat alone or did you share your meal/snack? How did you feel about either being alone or with other people for the meal? What associations do you have to either eating alone or with other people? What gender, race, class, sexuality implications do these contexts have for you? For example, do you think it is more difficult for women to eat alone than it is for men?

Make *substantive* references to at least three different readings for the course. Inserting a quote from the author is *not a substantive reference*. *I expect you to show an understanding of the main thesis of the article or chapter and use that to make your argument.*

Three to five pages following the formatting requirements for written assignments.

DUE: 9/24 15% OF THE GRADE.

2. FOOD IN THE FAMILY -- DUE 10/15 25% OF GRADE

This assignment is in three parts: a discussion of DeVault's main points, interviews with three generations of women in one family, and an analysis of that data using DeVault and the narratives from this section as frameworks.

Part 1: What is Marjorie DeVault's main thesis about the impact of women being responsible for feeding families? How does her research and analysis help us to understand the place of food and cooking in the family? What critiques do you have of her work? **35 points**

Part 2: Interview **three generations** of women in a family about their relationship to food and cooking. You may interview your family or another family. The point is to get three generations. You may include yourself in the generations of interviewees. The object of this paper is not to document the preparation or lack of fabulous food. Rather, you are looking for the ways the cooking -- or not cooking -- shaped gender/race/class/sexuality in this family. Questions may include but are not limited to the following: Do or did they cook? How do/did they feel about cooking -- whether they actually cooked or not? Who did the food shopping, and cleaning up? What ethnic factors influenced the food that was cooked? Prepare questions in advance and either tape record the responses or take careful notes. Include your questions and summaries of the interviews in your final paper. **25 points.**

Part 3: Do an analysis of your data looking carefully at gender and its interactions with race, class, and sexuality. In what ways is your data supported by DeVault's work? In what ways does it challenge DeVault? How do your findings correspond (or not) with the other readings for the section on food and the family? **40 points.**

BE SURE TO MAKE SUBSTANTIVE REFERENCES TO DEVAULT'S ANALYSIS AND DATA AND REFERENCES TO *THREE OTHER* READINGS FROM THIS SECTION.

Five to seven pages following the formatting requirements for written assignments.

DUE: 10/15 25% OF GRADE.

3. HOMEWORK

You are required to do **3 homework assignments -- 2 before mid semester (10/22) and one after.** You will be expected to hand in a 1-2 page typed write up and be prepared to make a 5 minute presentation in class on your findings. You will be expected to make substantive references to the readings for that section of the course. Each group of assignments will have a separate due date and they must be due on time to get credit. **15% OF GRADE.**

4. GROUP PROJECT DUE 11/17 15 % OF GRADE

We will work together to break into interest group focused around sections of the course not covered in the assigned papers. Groups will make class presentations on their topics.
DUE 11/17 15% OF GRADE.

5. PAPER ON MY YEAR OF MEATS DUE 12/10 20% OF GRADE

Option 1:

Ozeki presents an alarming picture of the meat industry and the ways in which our health is threatened by contaminated meat. In this paper you will research what has happened in the 11 years since this book was published. What will it take to make significant change to make our food safer?

Take one aspect of the dangers Ozeki outlines in her book and research what has changed -- or not -- since the publication of the book. Questions you may ask are: Is the industry self-regulating? Has the federal government imposed any regulations? Do they have teeth?

What activism is there around the issue of tainted meat? Research one group and describe what they propose. Analyze their proposals doing a gender, race, class analysis of the implications of these proposals. Make reference to Ozeki and research based articles in either newspapers, journal articles, or books. Be sure to use standard citations for the materials you use to make your points.

Option 2:

The novel has a number of important women characters, both adhering to and transgressing conventional gendered scripts. In addition to gender, characters are also impacted by race/nationality, class, and sometimes sexuality. Choose three of the book's characters and discuss the following: How does food help define their social location? How are food practices used to subvert and resist gender norms? You may address how gender impacts female or male characters.

Option 3:

Come up with your own paper topic, but you must talk to me about it before you begin. Paper topics are often hard to define for a short paper. I just want to make sure you are tackling something that can be done in 4 -5 pages.

Four to five pages following the formatting requirements for written assignments.

DUE: 12/10 20% OF GRADE

OTHER CONSIDERATIONS:

You may notice that these grades do not add up to 100%. In addition to completing all of these assignments, I expect you to come to class having read the material for that day and ready to discuss it with questions and comments. **Class participation counts for 10% of the grade, and**

includes attendance, participation in discussion -- including active listening and responding to your classmates.

Extra credit options -- you can attend campus or community events that address gender, race, class, sexuality or food issues. To get credit you must write up a description of the event and your responses in a 1-2 page typed report to be handed in one class after the event.

COURSE CALENDAR

9/8 INTRODUCTION TO THE COURSE

9/10 DOES IT MATTER WHO IS COOKING FOR WHOM? WHY STUDY FOOD?

READING:

Warren Belasco, *Food: The Key Concepts*, Chapter 1 **ER (EReserve)**

Sidney Mintz, "Time, Sugar and Sweetness" in *Food & Culture* **ER**

Carla De Silva, ed., *In Memory's Kitchen*, Introduction **ER**

9/15 WHAT ABOUT GENDER AND FOOD?

READING:

A & H, (Avakian & Haber, *From Betty Crocker to Feminist Food Studies*)

"Feminist Food Studies: A Brief Introduction

Laura Shapiro, "I Guarantee: Betty Crocker and the Women in the Kitchen"

Darra Goldstein, "Women Under Siege: Leningrad 1941-1942"

Katherine Coon, "The Food Crisis and Gender" <http://www.fpif.org/fpiftxt/5637>

9/17 WHO'S IN THE KITCHEN? WOMEN AND FOOD IN THE FAMILY

READING:

DeVault, "Introduction" and "Doing Family Meals"

9/22 NARRATIVES

READING:

TTKW, (*Through the Kitchen Window*) Ayres, Martinac, Bellerose

Chris Carrington – Feeding LesbiGay Families **ER**

9/24 HOW IT'S DONE

READING:

De Vault, "Organization of the Work"

FOOD JOURNAL DUE

9/29 NARRATIVES

READING:

Minnich, Wade-Gayles, Randall, Coss, Shroff, Babayan

10/1 WHAT'S CLASS GOT TO DO WITH IT?

READING:

De Vault, "Feeding Work and Social Class"

10/6 NARRATIVES

READING:

TTKW, Rood, Jansen, Condio, Lim

10/8 ARE WE WHAT WE EAT? FOOD AND IDENTITY

READING:

A & H, Avakian, "Shish Kebab Armenians"

Uma Naryan, "Eating Cultures: Incorporation, Identity and Indian Food" **ER**

10/13 – NO CLASS

10/15 HISTORIES

VIDEO: "THE MEANING OF FOOD"

READING:

TTKW: Dash, Ormondroyd, Smyth, Kavash. Ire

Psyche A. Williams-Forson, "Gnawing on a Chicken Bone in My Own House: Cultural Contestation, Black Women's Work, and Class" **ER**

10/20 COOKBOOKS AS RESOURCES AND RESISTANCE

READING:

Anne Goldman, "'I Yam What I Yam': Cooking, Culture, and Colonialism" **ER**

Rafie Zafar, "The Signifying Dish: Autobiography and History in Two Black Women's Cookbooks"

<http://www.jstor.org.silk.library.umass.edu:2048/stable/3178690?seq=1>

FOOD IN THE FAMILY PAPER DUE

10/22 ETHNICITIES

READING:

TTKW: Katrak, Mora, Shapiro, Avakian

A & H: Jan Whitaker, "Domesticating the Restaurant: Marketing the Anglo-American Home"

10/27 MASCULINITIES

READING:

Alice Julier & Laura Lindenfeld, "Mapping Men Onto the Menu: Masculinities and Food" **HANDOUT**

Fabio Parasecoli, "Feeding Hard Bodies: Food and Masculinities in Men's Fitness Magazines" **ER**

Jonathan Deutsch, "'Please Pass the Chicken Tits': Rethinking Men and Cooking at an Urban Firehouse" **ER**

10/29 FOOD AVERSION -- EATING DISORDERS AND GENDER

READING:

Susan Bordo, "Anorexia Nervosa: Psychopathology as the Crystallization of Culture" **ER**

11/3 FOOD WORKERS

VIDEO: FAST FOOD WOMEN

READING:

Greta Foff Paules, "Introduction" & "Conclusion" *Dishing it Out* **ER**

A & H, Barbara Haber, "Cooking to Survive: The Careers of Alice Foote MacDougall and Cleora Butler

11/5 DEVELOPMENT OF THE CORPORATE FOOD INDUSTRY

READING:

Harvey Levenstein, "The Golden Age of Food Processing: Miracle Whip *über Alles*" **ER**

A & H, Amy Bentley, "Feeding Baby, Teaching Mother: Gerber and the Evolution of Infant Food and Feeding Practices in the U.S."

11/10 GLOBALIZATION AND WOMEN'S FOOD WORK

READING:

Harriet Friedman, "Remaking 'Traditions': How We Eat, What We Eat and the Changing Political Economy of Food" **ER**

Deborah Bardnt, "Whose 'Choice'? 'Flexible' Women Workers in the Tomato Food Chain" **HANDOUT**

11/12 DEVELOPMENT OF AGRIBUSINESS

GUEST LECTURE: Professor John M. Gerber, Plant, Soil, and Insect Sciences Department

READING:

http://www.ucsusa.org/food_and_agriculture/science_and_impacts/impacts_industrial_agriculture/industrial-agriculture-features.html

WATCH VIDEO AT HOME -- "THE FUTURE OF FOOD"

http://www.snagfilms.com/films/title/the_future_of_food/

BEGIN READING *MY YEAR OF MEATS*

11/17 GROUP PROJECT PRESENTATIONS

CLASSES 11/19-12/1 WE WILL BE READING RUTH OZEKI'S NOVEL, *MY YEAR OF MEATS*. PLEASE HAVE THE ASSIGNED SECTIONS READ BY THE CLASSES INDICATED AND BE PREPARED TO DISCUSS THE ISSUES THE NOVEL RAISES.

11/19 -- pp. 1-119

11/24 -- pp. 121 --197

12/1 -- pp. 198 -- 361

NO CLASS ON 11/26 BECAUSE OF THANKSGIVING BREAK. THANKSGIVING IS A DAY OF MOURNING FOR INDIGENOUS PEOPLE IN THE UNITED STATES. FOR NATIVE AMERICAN INDIAN PEOPLES IT MARKS THE INVASION OF THEIR LAND BY EUROPEANS AND THEY COMMOMERATE THIS CATASTROPE WITH DAY-LONG CEREMONIES IN PLYMOUTH.

VISIT <http://www.uaine.org/> FOR MORE INFORMATION ON THE NATIONAL DAY OF MOURNING.

12/3 SUSTAINABLE AGRICULTURE

GUEST LECTURE: Professor John M. Gerber, Plant, Soil, and Insect Sciences Department

READING:

<http://www.ehponline.org/members/2002/110p445-456horrigan/EHP110p445PDF.PDF>

Debby Field, "Putting Food First" **HANDOUT**

Marie Dolores Villagomez, "Grassroots Responses to Globalization" **HANDOUT**

WATCH VIDEO AT HOME -- "FARM FOR THE FUTURE":

<http://video.google.com/videosearch?q=a+farm+for+the+future+bbc&emb=0&aq=1&oq=a+farm+for+th#>

12/8 ALTERNATIVES/RESISTANCE

PANEL DISCUSSION:

READING:

David Gonzalez, In the Bronx, Less Asphalt, More Vegetables

<http://cityroom.blogs.nytimes.com/2009/08/07/in-the-bronx-less-asphalt-more-vegetables/?scp=6&sq=urban%20gardening&st=cse>

Julie Guthman, "Color Blindness and Universalism in Alternative Agrifood Institutions
http://pdfserve.informaworld.com.silk.library.umass.edu:2048/145864_731258394_793435645.pdf

12/10 COURSE CONCLUSION -- WHAT'S NEXT?

PAPER ON MY YEAR OF MEATS DUE