



## American Cultural History: Selected Topics

### Spring 2014 Topic: **Social Landscapes of Food in History**

### COURSE GUIDE\*

HIS 546

Spring 2014

Prof. L. Tolbert

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Office: MHRA 2109

Hours: by appointment gladly given

*\*Note that this syllabus is subject to change at the discretion of the instructor. Any necessary changes in the syllabus or course schedule will prioritize effectiveness for student learning.*

## Scope of the Course

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This course explores the history of food production, procurement, and consumption through changes in spatial practices from the early modern era through the late twentieth century. It situates American history in the context of world history. We will focus on historical moments of invention when new practices of food production and consumption generated changes in the built environment. Examples of spaces the course may explore include:

- The invention of the coffee house in the early modern era
- Invention of the dining room in the 18<sup>th</sup> century and its reinterpretation by the Victorian middle class
- African agriculture in the rice plantations of the 18<sup>th</sup> century American lowcountry
- The re-invention of the restaurant at the turn of the twentieth century
- The industrialized kitchen
- Invention of the supermarket

We will analyze these varied public and private spaces by considering how they shaped and were shaped by gender roles, technologies of production and consumption, food and identity, food and power. We will use a variety of historical sources and methodologies, including memoirs, cookbooks, oral history, gender studies, material culture, anthropology, and geography. You will apply course themes in a research project of your own design.

## Learning Objectives

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- Evaluate the relationship between food history and spatial practices from the early modern era through the late twentieth century.
- Analyze varied public and private spaces by considering how they shaped and were shaped by gender roles, technologies of production and consumption, food and identity, food and power.
- Apply interdisciplinary methods to evaluate evidence documenting food landscapes over time.
- Define a research question, develop a scholarly research bibliography and write a compelling analysis of a historical relationship between food and spatial practice that synthesizes appropriate scholarship.

# Required Readings

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## **Books (Available at UNCG Bookstore):**

Carney, Judith. *Black Rice: The African Origins of Rice Cultivation in America*. Boston: Harvard University Press, 2002.

Cowan, Brian. *The Social Life of Coffee: The Emergence of the British Coffee House*. New Haven: Yale University Press, 2005.

Cowan, Ruth Schwartz. *More Work for Mother: The Ironies of Household Technology from the Open Hearth to the Microwave*. NY: Basic Books, 1985.

Haley, Andrew. *Turning the Tables: Restaurants and the Rise of the American Middle Class, 1880-1920*. Chapel Hill: UNC Press, 2011.

Pilcher, Jeffrey. *Food in World History*. NY: Routledge, 2006.

Turner, Katherine Leonard. *How the Other Half Ate: A History of Working Class Meals at the Turn of the Century*. Berkeley: University of California Press, 2014. [available after January 17]

Shapiro, Laura. *Perfection Salad: Women and Cooking at the Turn of the Century*. Berkeley: University of California Press, 2008.

Simon, Bryant. *Everything but the Coffee: Learning about American from Starbucks*. Berkeley: University of California Press, 2011.

## **Book chapters and journal articles** (Available on Bb ereserves, JSTOR, or other history journal databases):

Wenger, Mark. "The Dining Room in Early Virginia." *Perspectives in Vernacular Architecture*. v3 (1989): 149-159. [Search Library Catalog]

Ames, Ken. "Death in the Dining Room." In *Death in the Dining Room & Other Tales of Victorian Culture*, pp. 44-96. Philadelphia: Temple University Press, 1992 [ereserves]

Deutsch, Tracey. "From "wild animal stores" to women's sphere: Supermarkets and the politics of mass consumption, 1930-1950 *Business and Economic History* Vol. 28, No. 1 (Fall 1999): 143-153. [ereserves]

Grandclement, Catherine. "Wheeling One's Groceries around the Store: The Invention of the Shopping Cart, 1936-1953." In *Food Chains*, pp. 233-252. [ereserves]

## **Primary Sources:**

Peter N. Stearns,  
editor (posted to Bb  
ereserves)

Coffee in Early Modern World History Case Study [*World History in Documents: A Comparative Reader*, pp. 211-217.

- A Middle Eastern Account, pp. 212-213
- English Accounts, pp. 213-215
- The Character of a Coffee-House, pp. 215-216
- Coffee-Houses Vindicated, pp. 216-217

Probate Inventories: <http://chnm.gmu.edu/probateinventory/index.php>.

UNCG Special Collections

(<http://libcdm1.uncg.edu/cdm/search/collection/HENP/searchterm/Home%20Economics%20Pamphlets%20%20Collection/field/source/mode/exact/order/date>)

Cornell's Home Economics digital archive <http://hearth.library.cornell.edu/h/hearth/>.

Lohner, Myrtle M. "Customer Attitude Toward Chicago Grocery-Store Practices," *The Journal of Business of the University of Chicago*, Vol. 10, No. 3 (Jul. 1937): pp. 233-250. [Search Library Catalog]

1939 Business Census report on Supermarkets and Self-Service Stores [posted to Bb]

## Evaluation

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Site Visit Report and Presentation (15%)

Weekly Reaction Papers (35%)

Term paper and Presentation (50%)

### **Site Visit Report and Presentation (15%)**

This assignment early in the semester will prepare you to begin thinking spatially about food. Since all foods are material objects linked to *places* and *activities*, it is important to supplement readings with visits to locations where food is produced, consumed, and displayed. Visit a site\* devoted to one of the following:

- food production (e.g., kitchen, factory, store, farm)
- food consumption (e.g., dining room, restaurant, street (cart, food truck), car, festival)
- food display (e.g., museum, festival, film, ad, store window)

Develop a report that provides a thorough description of the experience and analyzes the site by addressing the following questions: What does the site tell us about the relationship between food and spatial/social practices? What question(s) does it raise about the relationship between food and spatial/social practices?

Reports should be typed and single-spaced (750-1000 words) and must include photographs and a site plan. Pictures may be attached at the end of the report or distributed through the report as you discuss them. All illustrations should be numbered and keyed to appropriate points in your text.

In addition to the written report, you will present your findings in class on January 27. Prepare a 10-minute Ppt tour of the site for the class and explain what this site shows about the relationship between food and spatial/social practices. What question(s) does it raise about the relationship between food and spatial/social practices?

### **Weekly Reaction Papers (35%)**

These papers will be the basis of our weekly discussions, are due BEFORE CLASS on the dates for the assigned readings on the class schedule, and should consist of the following parts:

- 3 "keepers" -- 3 main ideas or themes that are worth remembering (100 words each)
- 2 "queries" -- 2 quibbles, questions for the author, or criticisms of the book (100 words each)
- So What? -- a 250 word evaluation of the book's overall significance for understanding the historical relationship between food and spatial practice

Undergraduates must do 7 reaction papers, graduate students 8. (As there are 10 sets of assigned reading in all, you can decide which ones not to write about. But you are still responsible for every reading assignment, even if you don't write a paper on it.) I will mark papers "OK" or "Not OK." If it is "Not OK," you may revise it **within 7 days** of when it was returned to you. All papers must be typed, single-spaced, with Turabian-style citations and posted to Bb by the due date. Because the reaction papers are the basis for weekly discussions, late reaction papers will not be accepted for credit. If you miss class you may still get credit for submitting a reaction paper BEFORE the class you miss.

#### **Reaction Paper Grades:**

##### **Undergraduates:**

To earn an A on the reaction papers you must complete 7 "OK" reaction papers.

To earn a B on the reaction papers you must complete 7 reaction papers, 6 of which are "OK".

To earn a C on the reaction papers you must complete 7 reaction papers, 5 of which are "OK".

##### **Graduate Students:**

To earn an A on the reaction papers you must complete 8 "OK" reaction papers.

To earn a B on the reaction papers you must complete 8 reaction papers, 7 of which are “OK”.  
To earn a C on the reaction papers you must complete 8 reaction papers, 6 of which are “OK”.

**Extra Credit (all students):**

You may submit **one** additional reaction paper for an opportunity to replace **one** “Not OK” paper.

**Reaction Paper Grading Rubric (all students):**

To receive an “OK” papers must have the following characteristics:

- Focus on main arguments from the readings. Convey an understanding of the authors’ main points.
- Make connections among the readings assigned for a particular week and/or across weeks as the semester develops.
- Use specific examples from the reading to develop reasoning with accurate Turabian-style citations.
- Present ideas clearly.
- Not more than 2 grammatical errors or typos.

Papers that receive a “Not OK” may have one or more of the following characteristics:

- More than 2 grammatical errors or typos.
- Lack of understanding of the authors’ main points.
- Few or no connections among assigned readings.
- Insufficient examples from the reading to develop reasoning in a substantive way.
- Inaccurate citations.
- Lack of clarity.

**Term Paper and Presentations (50%)**

You will explore course themes in a research project of your own design. Your paper should evaluate a historical relationship between food and spatial practice. Research may include primary sources but this is not intended as an original, empirical research paper in which the thesis depends on primary source evidence. Rather, this paper should synthesize existing scholarship on a given topic. You are encouraged to consider cross-disciplinary scholarship (in anthropology, geography, or material culture, for example) to develop your historical analysis.

**Undergraduate Students:** 15-20 pages, 7-10 additional scholarly sources (books and journal articles) beyond assigned readings. Typed, double-spaced, Turabian-style citations:

[\[http://www.chicagomanualofstyle.org/tools\\_citationguide.html\]](http://www.chicagomanualofstyle.org/tools_citationguide.html)

**Graduate Students:** 20-25 pages graduate, 10-15 additional scholarly sources beyond assigned readings. Typed, double-spaced, Turabian-style citations:

[\[http://www.chicagomanualofstyle.org/tools\\_citationguide.html\]](http://www.chicagomanualofstyle.org/tools_citationguide.html)

**Due dates:**

March 7	Prospectus with bibliography due.
March 17	Presentation and peer review of research design.
April 28	Final Term paper and presentation due.

## Course Policies

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### *Participation and Attendance Policy*

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This policy focuses on behaviors that are essential for effective learning and it contains 3 parts:

- **Consistent attendance**— Attendance is mandatory. This is a seminar, not a traditional lecture course. We will be critically evaluating the content of the readings and practicing the application of analytical skills during each class period. You will not be able to make up for your absences by copying someone else's notes. For this reason, consistent attendance is essential to your learning in this course. I will

take attendance at the beginning of every class. You must attend at least two hours of the class period to be counted for full attendance for the class. If the University is closed for adverse weather you will not, of course, be counted absent. If it snows and the University is open, class will be held as scheduled and attendance counts. In the event that I am unable to attend class due to unforeseen circumstances I will distribute an email message and post an announcement to Bb at least two hours (if possible) before class is scheduled to begin. Documentation for absences will not be collected except in cases where an extended absence may be necessary (for example, hospitalization). **There will be a 3% reduction of the student's final grade for each absence after the first 2.** Beyond even this penalty, a student who seriously neglects attendance and class preparation risks failing the course. If you are experiencing a personal crisis that requires you to miss more than 2 classes, please let me know *at that time* (not afterwards).

- Regular contributions to class discussions—participation is not formally graded as a specific percentage of the final grade but the success of this course for your learning depends on active intellectual engagement with your peers. You can expect to be called upon regularly in class to discuss the assigned reading.
- Thorough preparation for class—readings must be completed before class and assignments must be turned in on time.

### ***Late Assignment Penalty***

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Meeting deadlines is an essential element of professional behavior. Please note that ***unless arrangements have been made well in advance of due dates***, assignments will be penalized by a **3% reduction in the final assignment grade for every day the assignment is late**. Late Reaction Papers will not be accepted for credit. Other assignments later than one week will not be accepted for credit. Using effective quantitative reasoning, your grade average can recover from an F on an individual assignment more successfully than it can recover from a “0”. It is better to turn in an incomplete assignment on time than to turn in nothing at all. If you are experiencing a personal crisis or professional conflict that will prevent you from meeting a deadline you should discuss the possibility of an extension with me BEFORE the assignment is due to avoid a late penalty.

### ***Electronic Communication***

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Students are responsible for checking Blackboard and UNCG email on a regular basis. Students are encouraged to utilize email and other forms of digital communication when interacting with the instructor (lctolber@uncg.edu). When using email, students are expected to be professional and courteous, not casual and overly familiar. Remember that emailing an instructor is not the same as texting your best friend. Keep in mind that you are making an impression with every interaction whether it be in class or online. Present yourself in a professional manner. Students should also remember email is an asynchronous form of communication. Thus, while a prompt response may be desired, it may not always be possible (especially late at night and on weekends). Students should allow at least 24 hours (48 hours on weekends) for a response. That said, the instructor answers emails in the timeliest fashion possible.

### ***Academic Integrity***

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UNCG considers academic dishonesty to be a serious offense. Dishonest behavior in any form, including cheating, plagiarism, deception of effort, and unauthorized assistance, may result in such sanctions as a failing grade on an assignment or failure in the course depending on the nature of the offense. Students must follow the guidelines of the University Policy on Academic Integrity: <http://sa.uncg.edu/handbook/academic-integrity-policy/>

# Course Schedule

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**January 13 Introductions**

**January 20 MLK Holiday. No Class.**

**January 27 Spatializing Food: Site Visit Reports and Presentations due.**

Introduction to the Term Paper Assignment

[Note: if you are auditing the course you are not required to complete a written Site Visit Report but you will get more out of this week's discussion if you do a site visit and create a Ppt presentation for class discussion.]

**February 3 Historicizing Food**

**Reaction Paper 1 due by 6:00 p.m.**

**Read:** Pilcher, Jeffrey. *Food in World History*. NY: Routledge, 2006.

**February 10 Spaces of Consumption in the Early Modern Era: Coffee House**

**Reaction Paper 2 due by 6:00 p.m.**

**Read:** Cowan, Brian. *The Social Life of Coffee: The Emergence of the British Coffee House*. New Haven: Yale University Press, 2005.

**Primary Sources** on ereserves:

Peter N. Stearns, editor	Coffee in Early Modern World History Case Study [ <i>World History in Documents: A Comparative Reader</i> , pp. 211-217. <ul style="list-style-type: none"><li>• A Middle Eastern Account, pp. 212-213</li><li>• English Accounts, pp. 213-215</li><li>• The Character of a Coffee-House, pp. 215-216</li><li>• Coffee-Houses Vindicated, pp. 216-217</li></ul>
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**February 17 Spaces of Consumption in the Early Modern Era: Invention of the Dining Room**

**Reaction Paper 3 due by 6:00 p.m.**

**Read:** Herman, Bernard L. "The Merchant Family's House." In *Townhouse: Architecture and Material Life in the Early American City*, pp. 33-76. Chapel Hill: University of North Carolina Press, 2005. [ereserves]

Wenger, Mark. "The Dining Room in Early Virginia." *Perspectives in Vernacular Architecture*. v3 (1989): 149-159. [Search Library Catalog]

Ames, Ken. "Death in the Dining Room." In *Death in the Dining Room & Other Tales of Victorian Culture*, pp. 44-96. Philadelphia: Temple University Press, 1992 [ereserves]

**Primary Sources:** Probate Inventories: <http://chnm.gmu.edu/probateinventory/index.php>. Focus on evidence related to the presence or absence of dining rooms.

**February 24 New World Landscapes of Food Production: Rice Plantations**

**Reaction Paper 4 due by 6:00 p.m.**

**Read:** Carney, Judith. *Black Rice: The African Origins of Rice Cultivation in America*. Boston: Harvard University Press, 2002.

**March 3 Pre-Industrial Kitchen**

**Reaction Paper 5 due by 6:00 p.m.**

**Read:** Cowan, Ruth Schwartz. *More Work for Mother: The Ironies of Household Technology from the Open Hearth to the Microwave*. NY: Basic Books, 1985. Chapters 1-2.

**Primary Sources:** Probate Inventories: <http://chnm.gmu.edu/probateinventory/index.php>. Focus on evidence related to the presence or absence of kitchens.

**March 7** Prospectus and bibliography for term paper project due

**March 10** **SPRING BREAK**

**March 17** **Midsemester Research Reports and Peer Review**

**March 24** **Eating Out at the Turn of the Century: Restaurants and the Rise of the Middle Class**  
**Reaction Paper 6 due by 6:00 p.m.**

**Read:** Haley, Andrew. *Turning the Tables: Restaurants and the Rise of the American Middle Class, 1880-1920*. Chapel Hill: UNC Press, 2011.

**March 31** **Eating Out at the Turn of the Century: Working Class Meals**

**Reaction Paper 7 due by 6:00 p.m.**

**Read:** Turner, Katherine Leonard. *How the Other Half Ate: A History of Working Class Meals at the Turn of the Century*. Berkeley: University of California Press, 2014.

**April 7** **Industrializing Kitchen**

**Reaction Paper 8 due by 6:00 p.m.**

**Read:** Cowan, Ruth Schwartz. *More Work for Mother: The Ironies of Household Technology from the Open Hearth to the Microwave*. NY: Basic Books, 1985.

Shapiro, Laura. *Perfection Salad: Women and Cooking at the Turn of the Century*. Berkeley: University of California Press, 2008.

Marling, Karal Ann. "Betty Crocker's Picture Cook Book: The Aesthetics of Food in the 1950s." In *As Seen on TV: The Visual Culture of Everyday Life in the 1950s*. Boston: Harvard University Press, 1996.  
[ereserves]

**Primary sources:** UNCG Special Collections

(<http://libcdm1.uncg.edu/cdm/search/collection/HENP/searchterm/Home%20Economics%20Pamphlets%20%20Collection/field/source/mode/exact/order/date>)

Cornell's Home Economics digital archive <http://hearth.library.cornell.edu/h/hearth/>.

**April 14** **Food Retailing: From Grocery Stores to Supermarkets**

**Reaction Paper 9 due by 6:00 p.m.**

**Read:** Deutsch, Tracey. "From "wild animal stores" to women's sphere: Supermarkets and the politics of mass consumption, 1930-1950 *Business and Economic History* Vol. 28, No. 1 (Fall 1999): 143-153.  
[ereserves]

Grandclement, Catherine. "Wheeling One's Groceries around the Store: The Invention of the Shopping Cart, 1936-1953." In *Food Chains*, pp. 233-252. [ereserves]

**Primary Sources:** Lohner, Myrtle M. "Customer Attitude Toward Chicago Grocery-Store Practices," *The Journal of Business of the University of Chicago*, Vol. 10, No. 3 (Jul. 1937): pp. 233-250. [Search Library Catalog]

1939 Business Census report on Supermarkets and Self-Service Stores [posted to Bb]

**April 21** **Coffeehouse Revisited**

**Reaction Paper 10 due by 6:00 p.m.**

**Read:** Simon, Bryant. *Everything but the Coffee: Learning about American from Starbucks*. Berkeley: University of California Press, 2011.

**April 28** **Final Research Presentations. Final Term Paper due.**

[last day of classes April 29, Friday schedule]