**History 493:  Seminar – Food in America**

CHEM 114, 9:30-10:50AM

Professor Jonathan Rees

Colorado State University – Pueblo

Office: CIHHI 245

Office Phone: 549-2541

Office Hours: MTWThF 1-2PM, during designated class times when we aren’t meeting or by appointment. Click [here](https://calendly.com/drjonathanrees) to make an appointment. Please give at least 24 hours warning, if for whatever reason I can’t make your chosen time, we’ll schedule something else together.

E-Mail: **drjonathanrees@gmail.com**

“*There are thousands of foods on the planet, and explaining why we eat the relatively small selection we do requires some words.  We need to explain that the parsley on the plate is for decoration, that pasta is not a* ‘*breakfast food,*’ *why we eat wings but not eyes, cows but not dogs.”*

*– Jonathan Safran Foer.*

This course examines the history of food in the United States across the whole of American history as a vehicle for teaching students research skills.  Its overriding goal is to have students produce an approximately twenty page work of original research on some aspect of the history of food in America that incorporates both primary and secondary sources.  To do that well, it is also necessary for students to learn about culinary history in general.

*Some or all of the activities during this class will require working in close proximity to other students. For the safety of all involved, students may be required, at the discretion of the instructor, to wear a mask during these activities. Students who fail to comply with requirements related to COVID may be reported to the office of Student Conduct.*

This class is hybrid. However, rather than just do the same old thing in an online setting, the part that is not face-to-face will be asynchronous and fully online. We’ll usually meet once per week (most often on Thursdays) to review progress, discuss readings and/or technologies will be using and look forward. The rest of the week we’ll discuss sources, writing and other class-related issues on Slack. Slack is a free discussion tool online that was designed as an e-mail replacement, but which is really good for class discussions. There’s a free phone app which I recommend so you’ll know right away anytime I’ve sent an important class message. We’ll also be using Hypothes.is, an app that works inside Blackboard through which both I and your fellow students will leave feedback on your work. All assignments (including draft and final papers) should be turned in via Slack.

**Required Reading:**

O’Neill, Molly, ed.  *American Food Writing*.  [AFW]

Schrag, Zachary. *The Princeton Guide to Historical Research*.

Smith, Andrew F.  *Eating History: 30 Turning Points in the Making of American Cuisine*.

Wallach, Jennifer Jensen. *How America Eats*.

…and various online materials all hyperlinked below.

**Grading and Attendance Policies:**

It is assumed that students will make every effort to attend each in-person class period, arrive on time and stay for the entire class. If you let me know you can’t make a particular class period, that helps. If this happen s three or four times during the semester, we’re going to have to talk about this and we’ll figure out what to do together.

**Research Paper:**

Your primary task in this class is to produce an approximately 25-30 page, double-spaced paper on a subject related to the history of food in America.  [Endnotes and bibliography, which are of course required, do not count towards the 25-page minimum.]  Your research should come from a combination of primary and secondary sources. Shoot for a 50/50 ratio, and if anything provide more primary than secondary sources.  This is not intended to be the same kind of library-centered reports that you’ve done since middle school.  It must include primary source research.

The paper should attempt to connect food history to one or more of the themes of this course.  How food has changed purely for food’s sake defeats the notion that the history of food in America has anything to say about food in general.  While comparisons or ramifications that deal with the present are welcome, try to restrict them to the last page of the paper.  This is, after all, a history course.

The topic is your choice.  However, it should be specific enough so that you can cover your subject in some depth.  For example, a history of dessert in America is too broad.  However, a history of ice cream  consumption is probably a good choice.  Attempt to write a history of vanilla ice cream consumption in America and you will probably have trouble finding sources.

You are required to use Zotero, a research note database, in the course of this effort so that I can track both the sources that you acquire, and your progress in excerpting material.  I will examine your database twice over the course of the semester.  The first time in order to see how many sources you’ve acquired.  The second time will be to see how many notes you have from those sources.

By September 17th, you must complete the first step in the paper composition process.  You must choose a topic.  Choosing a topic should not be taken lightly because even at this early stage it may make or break your efforts.  Perhaps the best advice I can give you is this:  **Make sure you have a substantial number of sources lined up BEFORE you select a topic.**

There are two people besides yourself devoted to helping you make this topic decision wisely. One is me. The other is our American History librarian, Alexis Wolstein. We will be meeting with Alexis twice during the semester, and you are free to contact her at any time during the semester. She will help you find places online and offline where resources might be available. These may include primary and secondary sources, many of which will likely be in online form. However, she does not have the time to read your sources or pick your topic for you. Furthermore, while she will be delighted to help you find more sources about any subject, you must be willing to accept the fact that those sources may not be available to you (or any other historian for that matter). In that case, she will help you find a slightly different topic for which sources are available.

If I am familiar with sources on your chosen topic, I will direct you to them to the best of my ability. However, there are many topics in the area of food history that I know nothing or next to nothing about. In those instances, your job will be to acquaint me with the history of your topic. I will approve any topic in the area of American food history for which you tell me there are both primary and secondary sources readily available to you.  If you haven’t at least skimmed most of these sources before you start the project, don’t blame me for the result.

Should you begin with a topic and end up with few sources on it, you will have a very difficult time completing this course.  Therefore, it is extremely important that you begin reading your sources as **as early as possible** to help you better focus your research.  While you can narrow the focus of your study after submitting your topic, you will not be allowed to change to a completely different subject.

By October 15th, you must complete the first draft of a research prospectus for your project.  E-mail a .pdf copy to me at drjonathanrees@gmail.com and I’ll post it on Blackboard for Hypothes,is comments.  A successful research prospectus will contain the following elements in this order:

* A question that your research will seek to answer.  Imagine that this assignment was not open-ended and write the the question that the professor might ask.  This is a way to make sure that there is value to your work.  By asking a good question, you can connect your subject to broader historical trends and attract readers.
* A list of primary and secondary sources that you think you might use presented in proper Turabian format (bibliographical entries).  As it is good strategy to review far more sources than you will need for your final paper, I want to see at least **ten** sources at this stage.  This list will change by the end of the writing process.
* A brief outline of the topics you might cover over the course of your paper with an explanation of why discussing this topic will help you answer the question that you have set out above.  This list too will undoubtedly change by the end of the writing process.

On October 22nd, you will provide a second draft of your prospectus.  Slack me a copy and I’ll post it on Blackboard for Hypothes.is comments.  It should include all the elements from the first draft, along with:

* A paragraph explaining why you framed your question the way you did.  While you are not required to keep the same question throughout the research process, if you plan on changing questions after handing in the second prospectus, please drop me an e-mail with the old one, the new one and an explanation why.
* A potential thesis.
* **Twenty**, rather than just ten, potential sources presented in proper Turabian format (bibliographical entries).  Approximately half of those sources should be secondary sources.
* At least a sentence (if not more) under each potential topic for paragraphs in the body of your paper explaining the relationship between that subject and your thesis.

Also on October 21st and November 16th, I will be examining your research databases in order to assure that you are making sufficient progress.

By November 5th, you must e-mail me a tentative outline of your paper.  It doesn’t have to be down to the paragraph level, but should have at least ten components to it and (most importantly), they should be in the order that you plan to write them.  Please also include a short recounting of your thesis and topic at the beginning.  Your outline should also follow conventional outline order:  Roman numerals, followed by capital letters at the next level of detail, followed by arabic numerals, etc.

By November 12th, you must e-mail me another revised draft of your outline.

By November 17th, you must complete a draft of the research paper.  It must be a **minimum** of ten pages long, double-spaced.  [However, I strongly encourage you to make it the whole twenty.  The more critiquing I can do in advance, the better your final paper is likely to be.]  Complete and accurate footnotes and (a non-annotated) bibliography are REQUIRED (otherwise I will have no way to judge the quality of your research).  You will e-mail me a copy as attachment and bring three paper copies to class.

A copy of your final paper is due via Slack at the beginning final exam period.  It must include footnotes in the Turabian format and an annotated bibliography which has a brief paragraph that describes how you used each source in your research.  [For primary sources, you can use a single paragraph for each type of source.  For secondary sources I want one paragraph per book.]  Failure to adequately document your sources will result in me failing to accept the paper. For a refresher on the guidelines for the Turabian format, click [here](http://writing.wisc.edu/Handbook/DocChicago.html).

**Failure to keep up with the preliminary stages of this assignment may result in my failing you on this assignment before the final product is even done.**As you have to pass the paper in order to pass the course, that means that you better keep up with all the preliminary stages of this assignment. While I recognize that life can be hard and you have a lot of things to balance, making it through these preliminary stages isn’t that hard. [Even on those hard deadlines, I will cut you some slack as long as you don’t spring it on me at the last minute or (worse) after the deadline is passed.].

**Other Assignments and Grading**

The Point Paragraph assignments are associated with any of the assigned readings.  You will be required to complete one point paragraph for each weekly set of readings. It is due at the start of the class period where the reading is listed (especially when we are not meeting in person or on Zoom that day). These point paragraphs will be starting point of the online reading discussions, that will continue until the next content section begins.

A Point Paragraph in response to a secondary source has three components: 1) a "They say" statement describing a point the book's author makes that is worthy of discussion. 2) An "I say" statement which responds to the book author's statement  and 3) An explanation of your point and evidence for that position.  You are essentially looking for points of disagreement (or at least differences in emphasis) between you and the books author, which you think will foster good class discussion. A Point Paragraph in response to a primary source should react to information contained in the source and try to tie that source into the theme of the course for that week (or any other week if there is no obvious connection).

The final result should be between 250 and 400 words.  Point paragraphs should be posted in the appropriate slack channel for that week by the start of whichever class period the reading is listed. These paragraphs will form the basis of the online discussion for that week. To finish the assignment, each student should generate at least one question in a reply to another student’s point paragraph. That online discussion will last until the next class discussion begins in the next Slack channel.

Grading on the Point Paragraphs will be A/C/F.  A = Thoughtful work.  C = minimal or confusing effort, but attempted.  F = No paragraph or the paragraph demonstrates little or no understanding of the book. If you’re getting lower than an “A,” you’ll hear from me via Slack DM. If you don’t, assume an “A.”

By October 29th, you will complete a 4-6 page, double-spaced paper about a long (at least five lines) footnote which references sources that are accessible to you.  [You can also examine multiple footnotes from the same paragraph if that adds up to five lines.]  You may select the footnote from one of the secondary sources that you have acquired for your research or from the Carroll, Horowitz, Leonard or Smith books.

Begin the paper by reproducing the text that the footnote refers to and the text of the footnote in full.  [That means the part in the text and the part that’s at the bottom or the end of the chapter.]  Then excerpt the text that the footnote refers to.  This will make a total of three introductory paragraphs:  two pieces of text and one footnote.  **The best footnotes to use for this assignments will have narrative text in them as these footnotes offer more of the author**’**s interpretation of the source for you to critique.** We will discuss your quote selection in class on October 14th.

Approach this paper like you’re peeling an onion.  Begin with the context in which the quoting passage appears.  Then explain the interpretation in the secondary source where you got the passage.  Then examine how that compares with the sources it cites.  Look for discrepancies and comment on their legitimacy.  Spend your time on the mechanics of quoting, not the merits of the argument itself.  Illustrates how one source builds on the other, taking the argument in directions that the original author might not have been able to anticipate.  In short, this should be a paper about the research process, not the history of food.

You must be able to find and analyze **ALL** the original sources cited in the original footnote paragraph or you can’t examine it.  The point of this assignment is to assess the accuracy of the author’s interpretation of the sources.  Do the sources support the point made?  Are cited passages taken in or out of context?  Is the secondary material germane to the issue at hand?  A draft is not required for this paper, but I’ll try to read what you have when you have it if you e-mail it to me.  Again, the final paper copy of this assignment is due in class on October 28th. We’ll test that same grading with your input strategy described above for the final paper on this one after your footnote paper is turned in.

Your final grade will be determined by this formula:

* 30% Point Paragraphs/Class Discussion
* 20% Footnote Paper.
* 50% Research Paper on some aspect of food history (including the completion of all preliminary steps in a timely fashion).\*

\*A passing grade on the research paper is required to pass the course.

Except for the point paragraphs, Grading will be done on an A-F scale with pluses and minuses with the exception of the exception of the final grade C- which has been banned across the University. Your final grades will be recorded the same way.

I will return your papers via Slack DM with comments. You will reply to those comments on Slack within three days with a suggested grade and (more importantly) a reason for that grade, based on the answers to the following questions:

1. What did you learn about how history works by writing the essay?
2. What did you learn about how good writing works by writing the essay?
3. What can you point to in your essay that demonstrates the effort you put into it?
4. How did you contribute to the classroom community while working on this assignment?

[During a global pandemic, wearing a mask while meeting indoors definitely counts as part of this category.]

I will respond to those answers with more questions or with comments and (eventually) a final grade with my reasoning for it.

Any form of academic dishonesty will result in a failing grade for the entire course. This includes plagiarism, the taking of words and/or ideas of another and passing them off as your own. If another person’s work is quoted directly in a formal paper, this must be indicated with quotation marks and a citation. Paraphrased or borrowed ideas must be identified in the footnotes of the text. If you do not understand this definition of plagiarism, it is **your** responsibility to have me discuss this topic with you further. [There is more on this subject below.]

**Course Scheduling and Research Assignments:**

\*\*\*Schedule is subject to change at the discretion of the professor\*\*\*

**August 24th:  Syllabus Review; Introduction to Food History (In Person).**

**August 26th:  Introduction to** [Zotero](http://www.zotero.org) **and** [Hypothes.is](http://hypothes.is) **(On Zoom)**

[Zotero Quick Start Guide](https://www.zotero.org/support/quick_start_guide).

[Zotero Installation Instructions](https://www.zotero.org/support/installation).

[Zotero Tutorials](https://www.zotero.org/support/screencast_tutorials).

Harvard Library, [Zotero: A How-To Guide](http://guides.library.harvard.edu/zotero_archival_research).

**August 31st: Reading Discussion (No Zoom).**

Work on Reading and Paper Topic Selection.

* Lynn Oliver, [“The Food Timeline.”](http://www.foodtimeline.org/)  See especially her [food history research tips](http://foodtimeline.org/foodfaqa.html).
* Wendell Berry, [“The Pleasures of Eating.”](http://www.ecoliteracy.org/essays/pleasures-eating)
* Schrag, Chapters 1 and 2

PP due at start of class period.

**September 2nd: (Zoom Session) Library Research Day w/ Alexis Wolstein + Reading Discussion**

**September 7th: Reading and Topic Selection Discussion (No Zoom).**

* Lepore, [“How to Write a Paper for This Class;”](https://scholar.harvard.edu/files/jlepore/files/lepore_how_to_write_a_paper_2009_0_1.pdf)
* Schrag, Chapters 3, 4 and 5.
* Wallach, *How America Eats* (1st Half).

PP due at start of class period.

**September 9th:  Brainstorming Topics; Composing a Prospectus; Reading Discussion (In Person).**

**September 14th:  Reading Discussion (No Zoom)**

*Reading:*

* Schrag, Chapters 8, 10 and 12.
* Wallach, *How America Eats* (2nd Half).

PP due at start of class period.

**September 16th: (Zoom Session) Library Research Day w/ Alexis Wolstein + Topic Discussion.**

***September 17th:*** *Final Research Paper Topic Due via Slack DM*

**September 21st: Reading Discussion (No Zoom)**

*Reading:*

Smith, Sections 1-10.

PP due at start of class period.

**September 23rd: Writing a Prospectus + Research Reports (In Person)**

**September 28th:  Reading Discussion (No Zoom).**

*Reading:*

* Smith, Sections 11-20

PP due at start of class period.

**September 30th: Introduction to the Footnote Paper, Turabian Review (In Person)**

**E-Mail a first draft of your prospectus to me in advance and bring a paper copy to class.**

**October 5th:**  **Reading Discussion (No Zoom)**

*Reading:*

* Kalm, “Travels into North America,” AFW, pp. 1-4.
* Duncan, “A Virginia Barbecue,” AFW, pp. 21-23.
* Foster, “The Eating Houses,” AFW, 42-46.

PP due at start of class period.

**October 7th:**  **First Draft Prospectus Reports, Footnote Paper Quote Discussion and Reading Discussion (In Person)**

**October 12th: Reading Discussion (No Zoom)**

*Reading:*

* Mitchell, “Mr. Barbee’s Terrapin,” AFW, pp. 205-14.
* Rawlings, “from Cross Creek Cookery,” AFW, pp. 243-49.
* Beard, “from Delights and Prejudices,” AFW. pp. 265-74.

PP due at start of class period.

**October 14th: (Zoom Session) Library Research Day III.**

***October 15th:*** *First Draft Prospectus Due via Slack DM*

**October 19th:  Reading Discussion (No Zoom)**

*Reading*:

* Shapiro, “Do Women Like to Cook?,” AFW, pp. 597-604.
* Fussell, “My Kitchen Wars,” AFW, pp. 642-49.
* Smith, “Julia Child, the French Chef,” pp. 231-42.

PP due at start of class period.

**October 21st: Second Draft Prospectus Reports, Research Check + Reading Discussion (In Person)**

***October 22nd:*** Second Research Prospectus due via Slack DM

**October 26th:  Reading Discussion (No Zoom)**

*Reading*:

* Smith, “Upton Sinclair’s *The Jungle*,” AFW pp. 155-63.
* Mangione, “from *Mount Allegro*,” AFW pp. 257-62.
* Algren, from “America Eats,” AFW pp. 215-19.

PP due at start of class period.

**October 28th: Footnote Paper Reports + Research Progress Reports (In Person)**

***October 29th:*** *Footnote Paper due via Slack DM.*

**November 2nd:  Reading Discussion (No Zoom)**

*Reading*:

* Twilley, [“The Impossibility of Historical Flavour.”](http://www.ediblegeography.com/the-impossibility-of-historical-flavour/)
* Fitzgerald and Petrick,[“In Good Taste: Rethinking American History With Our Palate.”](http://jah.oxfordjournals.org/content/95/2/392.full)  [I’ve put a copy of this one in the Course Documents section of Blackboard.

PP due at start of class period.

**November 4th: Outline Reports (on Zoom)**

***November 5th:*** *Research Paper Outline Due via Slack DM*

**November 9th: Reading Discussion (No Zoom)**

* M.F.K. Fisher, “A Lusty Bit of Nourishment,” AFW pp. 220-234.
* Bourdain, “From *Kitchen Confidential*,” AFW pp. 662-68.
* Schlosser, “From *Fast Food Nation*,” AFW, pp. 683-93.

PP due at start of class period.

**November 11th: Introduction to job placement services (via Zoom).**

***November 12th***: *Revised Outline due via Slack DM.*

**November 16th: Draft Paper Reports + Research Check (In Person Session)**

***November 17th:*** *Research Paper Draft Due via Slack DM.*

**November 18th**: No Zoom

Work on revising your drafts.

**November 30th:** Mandatory One-on-one Zoom Meetings.

**December 2nd:** No Zoom

Work on your final papers [I’ll be available during class time for additional Zooms.]

**Final Exam Period: Research Presentations via Zoom.**

**Research Papers due.**

**Other Matters:**

See Campus website for current coronavirus details including voluntary submission of COVID-19 immunization record: https://www.csupueblo.edu/coronavirus/index.html For the health and safety of our campus community, we require that all students follow proper protocols issued by the University. It is the student’s responsibility to know what these policies are and any changes that may be occurring. Students who fail to follow protocol and guidelines will be referred to the Office of Student Conduct and Community Standards and will need to remove themselves from the classroom. The policies related to this requirement can be found at http://csu-pueblo-policies.colostate.edu/policy.aspx?id=172 and https://www.csupueblo.edu/student-conduct/\_doc/student-code-of-conduct-2020-final.pdf Students in need of accommodations, or those seeking an exception to this policy, will need to contact the Disability Resource and Support Center at dro@csupueblo.edu.

Student Learning Outcomes (as approved by the CSU-Pueblo General Education Board):

* Use the English language to communicate with clarity, coherence and persuasiveness, demonstrating critical analysis, logic, precision and rhetorical awareness. (Communication)
* Identify, analyze and evaluate arguments and sources of information to make informed and logical judgments, to arrive at reasoned and meaningful arguments and positions, and to formulate and apply ideas to new contexts. (Critical Thinking)
* Articulate the nature of a multicultural society and recognize the role of aesthetic awareness, foreign language skills, cultural and social perspectives or human and institutional systems of the past and present. (Diversity and Social Responsibility)
* Clarify and evaluate their own values and ethical conduct and analyze the values and ethical conduct of others. (Personal Values and Ethics)

<https://www.csupueblo.edu/disability-resource-and-support-center/faculty-staff-resources.html>

If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center (DRSC) as soon as possible to arrange services. The DRSC is located in LARC 169, and can be reached by phone (719-549-2648) and email (dro@csupueblo.edu).

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity’s website (www.csupueblo.edu/institutional-equity).

Please familiarize yourself with the reporting requirements of this policy. Because I am a faculty member, I am a "Responsible Employee." That means I have to report to the Director of the Office of Institutional Equity if you tell me that you were subjected to, or engaged in, of any of the following acts: discrimination, protected class harassment, sexual misconduct, intimate partner violence, stalking, and retaliation.

Academic dishonesty is any form of cheating (including plagiarism) that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

Academic dishonesty is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU-Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct.

This course participates in the Starfish student success program. Early in the semester, information about student performance in this class will be communicated to each student by email and/or text from Starfish. Attention to suggested actions is encouraged. This information is also available to academic advisors and others involved in supporting student success. Your advisor may then ask to meet with you to discuss your plans for success. The program is designed to promote success among students through proactive advising, and through referral to appropriate resources. Efforts to inform and assist students continues throughout the semester with a mid-semester survey, and instructor concerns or kudos can be posted to Starfish at any time.