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U.S. Food History
AMH 3341
Professor April Merleaux

Class Meeting: Thursdays, 2:00 – 4:45pm
Location: US Bank Center, Room 121

Email: amerleau@fiu.edu
Office: DM 371b

Office hours: Tuesdays, 12:45-3:45; Thursdays, 5-6; Other times available by appointment

Course Description

This course introduces the histories of food production and consumption in the United States from the 19th through the 20th centuries. We will cover the major changes in how people produced, distributed, bought, prepared, and ate their food. We will trace how differences of gender, race, class, and region have shaped what kinds of food people ate, and how they made community and meaning through their food choices. Readings focus on the institutions, technologies, policies, cultural representations, and social habits that shape food practices. As a history course, you will also begin to explore how historians do their work. In addition to reading secondary sources written by historians, you will also analyze primary sources using the theoretical and historical frameworks proposed by the course.

Course Objectives

Through lectures, readings, class discussions and writing assignments students will

- survey the cultural, social and political economic aspects of food production and consumption in the 19th and 20th centuries United States and Caribbean
- identify how the United States' food system has been shaped by international migrations and trade in the 19th and 20th centuries (Global Awareness)
- decipher the multiple meanings and stories embedded in food habits by studying those habits in historical and geographical context (Global Perspective)
- be able to distinguish between primary and secondary sources
- read primary sources, evaluate the evidence provided by different types of primary source, and you will practice analyzing primary evidence
- draw on historical evidence to evaluate contemporary debates about food systems
- discuss and debate different perspectives on a problem or controversy related to the modern US food system and attempt to reach a resolution about it. (Global Engagement)

This course counts towards your Global Learning graduation requirement because one of the major themes of the course is how different groups of people from around the world have interacted over the 19th and 20th century to create the food system that now feeds us.

Required Texts

This course does not have a single textbook. Some readings come from one of the three required books, which you should purchase. Other readings will be articles which you will be responsible for downloading from the course website on Blackboard. Please purchase copies of the following

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books, which we will use for several weeks. They are available at the FIU bookstore, but if you order early you will definitely save money buying them on online (on amazon.com, for example).

Andrew F. Smith, *Eating History: 30 Turning Points in the Making of American Cuisine* (Columbia, 2010). ISBN 978-0231140935 [We will begin reading this book early on—**don't delay in buying it!** **You can get it used on Amazon.com for much less money!**]

Donna Gabaccia, *We Are What We Eat: Ethnic Food and the Making of Americans* (Cambridge: Harvard University Press, 1998). ISBN 0-674-00190-7

We will read Steve Striffler, *Chicken: The Dangerous Transformation of America's Favorite Food* (Yale, 2005). ISBN 978-0300123678 BUT the FIU library has it as an ebook <http://www.jstor.org.ezproxy.fiu.edu/stable/j.ctt1npv5c> so you do not need to buy it unless you wish to own it or read the hard copy.

Course Website

You can access the website at <https://fiu.blackboard.com> Log in with the same username and password that you use for your email. Plan to use and check the website regularly. For tech support with Blackboard Learn, contact them at: **305-348-2284** or in the Green Library Room 249. **It is your responsibility to assure that you have access to the course website.** There are assignments due immediately, so do not delay. If you have technical difficulties that cannot be resolved by ETS, contact Dr. Merleaux.

Grading

The grading structure in this class is designed specifically so that you can't slack through most of the course and then pull it together at the end for a final paper, exam, or project. You must do your best through the whole semester in order to earn a high grade. Even though the topic might seem frivolous on first glance, this class is not an easy A.

- Participation, preparation, and attendance (yes! I take attendance) – 15%
- In-class writing assignments (6 total) – 35%
- 4-5 page essay based – 25%
- Final Project – 10%
- Final Examination – 15%

I will only excuse absences with formal documentation of a medical emergency or other university-approved absence.

Active Learning

This course will not be conducted as a lecture. Much of our time will be spent in either small group or whole group discussion. I may at times talk more than other discussion participants, but you should expect to participate. In preparation for participating, you must do all assigned readings. We will debate issues, compare perspectives, analyze sources, and develop our abilities to participate in civil dialogue. To participate in this way, you must be willing to engage and prepare.

Announcements

I keep the course website updated, so that is the first place you should check to see what's going on. Check the schedule of assignments before every single class. It is your responsibility to be aware of the information posted on Blackboard.

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If I need to reach you personally, I will send you a message using your FIU student email address. Because there are so many students in this class, I cannot keep track of other email addresses. If you do not regularly check the FIU account, you must set it up to forward to an account you do check.

Communicating with the Professor

My email is amerleau@fiu.edu and I am happy to hear from you. I generally try to respond to emails within 24 hours. If you don't hear back from me within 36 hours, feel free to send me a follow up email. I maintain weekly drop-in office hours as a time dedicated to answering your questions and helping you succeed in the course.

If you are having trouble understanding the course material or policies, are concerned about your progress in the course, or have other questions, please stop by during weekly office hours. Please do not wait until the last minute to contact us with problems. The appropriate time to discuss your performance in the course is during the semester, not at the end of it.

I respond to formally composed emails. Remember that this is not an email or text to a friend. This means you should begin the email with "Dear Professor Merleaux" (or "Dear Dr. Merleaux"), use please and thank you when appropriate, and sign your name at the end of the email. The Dr. indicates that I have earned a Ph.D. I prefer not to be called Miss, Ms. or Mrs.

I will never discuss grades over email—you must come to office hours.

Assistance with Writing Assignments

Dr. Merleaux's drop-in office hours should be your first stop if you have any confusion or questions about the paper assignments. You can also send an email with specific questions.

The FIU History Department employs peer writing tutors who are trained to help students in 2000-level history courses write stronger papers. This is an excellent, free resource. You can contact them by emailing histutor@fiu.edu or calling the main History office at 305-348-2328.

FIU has a writing center whose mission is to help students improve their writing. I encourage all students to make an appointment in advance to use this service.

<http://w3.fiu.edu/writingcenter/>

Late Papers

I DO accept late papers. I set due dates to help you pace your work and to help me pace my grading work. However, I know that my deadlines do not always match the schedules created by your other professors or your outside obligations.

I will deduct points from any assignment you turn in late. How many points depends on how late the assignment is and how many times I've reminded you to submit it. The likelihood of failing the class increases drastically if you miss any of the major assignments (check the assignment grade break-down, above). It will always be better to turn in late assignments rather than receiving a 0 for something that is worth 15% of your overall grade. At the end of the semester, I will announce a final deadline after which I will no longer accept any late work.

Sometimes students don't turn in assignments on time because they are confused about what the professor expects or how to do the assignment. If you find yourself in this situation, ASK ME FOR HELP. Procrastination is a real problem for many students. Luckily there are strategies that can help. Here is a [brief reading](#) for procrastinators.

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In Class Writing Assignments

Six times during the semester I will ask you to do an individual writing assignment in class, generally based on the assigned readings. In order to complete the in-class writing assignments, you must do the assigned reading, and you should come to class with a hard copy of all readings.

You are allowed one free makeup of in-class exercises without any penalty, but it is your responsibility to come to my office hours to complete the makeup. You must do so within one week after the writing exercise.

For additional information, see the handout “In-Class Writing Assignments” in the “Papers and Projects” folder on Blackboard Learn.

Exams Policy

There will be a final exam during exam week. The exam will be based on assigned readings, lectures, and discussions. There are assigned readings specifically for the final exam. You should read them in advance and bring hard copies to the exam since it is open book. I will not allow ANY electronic devices during the exam, including e-readers. There will be no make-up exams offered unless you have a physician’s note or other formal excuse. A missed final without such a formal excuse will result in a grade of 0 (Note: not an F or a 59, but a 0).

Laptops and Other Electronic Devices

Out of respect for the Professor and for the other students in the course, I ask that all cell phones, game consoles, music players, and other wireless devices be turned off for the duration of class. Texting, checking twitter, snapchat, listening to music, watching videos, answering calls, etc., during class is disrespectful and disruptive.

I do allow laptops, tablets, and e-readers because I know that it can be expensive to print all of the required readings. We will also use devices sometimes to do research in class. However, I expect that laptops will be used to access course readings, take notes, or complete research assignments, not to surf the web, complete homework for other classes, or check email. I will ask you to leave class if your behavior is disruptive, and inappropriate use of electronics can be very disruptive.

Note that phones are not an acceptable way to access the course readings. Many of the readings are in pdf format, and are not optimized for viewing on a phone. If you do not print, you must bring a tablet or laptop.

Plagiarism and Academic Integrity

Using other people’s research or writing without properly quoting and citing their work constitutes a serious problem for you and for the University as a whole. Plagiarism and other forms of academic dishonesty will not be tolerated. If you are caught plagiarizing or cheating, you risk being expelled as per University policy. In this and all other respects I expect you to adhere to the FIU Student Standards of Conduct http://www2.fiu.edu/~jms/standards_of_conduct.htm

Because the rules for citation, paraphrasing, and quoting can be difficult to understand, you must complete a plagiarism tutorial available in Blackboard by the end of the second week of class. After

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you read all sections in the tutorial, you will take a quiz on the information. This is a graded assignment with a minimum passing grade of 85%. Keep taking the quiz until you earn at least 85. **We will not grade any of your papers until you have passed this quiz with at least an 85%.**

Your written work will be screened using Turnitin, which is plagiarism detection software.

If there is a problem, I will follow the procedure outlined by the Dean of Undergraduate Education at FIU. This may include an informal or formal resolution.

If you find yourself tempted to copy text from a book, website, or friend, I urge you to seek help. The assignments are designed to be doable by students who have not taken history classes before. If you do not understand what I am asking you to do, your first option should be to speak with me.

Disabilities and Learning Differences

I am happy to work with you and the Disability Resource Center to make appropriate accommodations. However, in order to receive accommodations in testing or other assignments, students with disabilities must register with the Disability Resource Center 305-348-3532, GC 190. For more information see <http://drc.fiu.edu/index.php> Please follow up with me immediately after the DRC has sent the notification. Please also complete all forms regarding testing well in advance of the testing date.

Hurricane and Tropical Storm Policy

If the University's operations are disrupted due to a Hurricane or Tropical Storm, I will revise the syllabus accordingly. When classes resume, come prepared for wherever we were in the syllabus before the storm.

Schedule of Readings and Assignments

***Professor reserves the right to change the schedule as needed*

Week 1 Introductions and Logistics

Thurs, 8/29 What is history? What does food have to do with history?

- "Tips on Becoming an Active Reader," from *Visions Across the Americas*, 3rd edition, edited by J. Sheridan Warner, et.al. pdf
- Complete the Course Policies Module and quiz on Blackboard

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Week 2 Theories and Origins

Thurs, 9/5 What factors do historians assess when they study food? Are there factors besides personal choice and taste that shape what we eat? Is there such a thing as “American food”?

Required Reading to Discuss Today:

- Warren Belasco, “Identity: Are We What We Eat?” in *Food: The Key Concepts* (2008)
- Sidney Mintz, “Food and Its Relationships to Concepts of Power,” in *Tasting Food, Tasting Freedom* (1996) pdf
- Donna Gabaccia, “What Do We Eat?” in *We Are What We Eat: Ethnic Food and the Making of Americans* (1998) pdf

In-Class Writing Assignment: Bring hard copies of the readings and be prepared to write in class on the key questions for the week.

Week 3 The Colonial and Early National Periods

Thurs, 9/12 How did Americans grow and eat their food in the 18th and 19th centuries? What global influences shaped American food history?

Required Reading to Discuss Today:

- Gabaccia, Chapter 1, “Colonial Creoles,” in *We Are What We Eat*
- Smith, *Eating History*, p. 1-42

Week 4 Slavery and African Legacies

Thurs, 9/19 What foods did enslaved peoples bring from Africa? How did the Atlantic slave trade shape American foodways? What legacies persist in African American foodways?

Required Reading to Discuss Today:

- Frederick Douglass Opie, Chapters 1, 2, & 3 in *Hog and Hominy: Soul Food from Africa to America* (2008) pdf
- Judith Carney and Richard Rosomoff, “Botanical Gardens of the Dispossessed,” in *In the Shadow of Slavery: Africa's Botanical Legacy in the Atlantic World* pdf

In-Class Writing Assignment: Bring hard copies of the readings and be prepared to write in class on the key questions for the week.

Week 5 The Civil War

Thurs, 9/26 How did food supply shape the outcome of the Civil War? What did food mean to the various participants in the conflict? Why do historians’ interpretations of the same events differ?

Required Reading to Discuss Today:

- Ted Steinberg, “The Great Food Fight,” in *Down to Earth: Nature’s Role in American History* (2008) pdf
- Barbara Haber, “Pretty Much of a Muchness: Civil War Nurses and Diet Kitchens,” in *From Hardtack to Home Fries: An Uncommon History of American Cooks and Meals* (2002) pdf
- Smith, *Eating History*, p. 67-81.

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Week 6 Urbanization and Social Change

Thurs, 10/3 How did women of different social classes approach their roles as food providers? How did new transportation networks and urban development change how people ate?

Required Reading to Discuss Today:

- Gabaccia, Chapter 2, “Immigration, Isolation, and Industry,” in *We Are What We Eat*
- Smith, *Eating History*, and 83-112 and 123--163
- Levenstein, “The Servant Problem and Middle Class Cookery” in *Revolution at the Table* pdf

****PAPER 1 DUE ONLINE BY 5PM Friday, October 4**

Week 7 Food Reformers at the Turn of the Century

Thurs, 10/10 How did immigrants change the US food system from the mid-nineteenth through the early twentieth centuries?

Required Reading to Discuss Today:

- Gabaccia, “Food Fights and American Values” in *We Are What We Eat*
- Smith, *Eating History*, p. 45-55
- Excerpt Upton Sinclair, *The Jungle*, pdf
- Select short stories by Anzia Yezierska pdf

In-Class Writing Assignment: Bring hard copies of the readings and be prepared to write in class on the key questions for the week.

Week 8 Ethnic Entrepreneurs

Thurs, 10/17 How have immigrant entrepreneurs reshaped American food tastes?

Required Reading to Discuss Today:

- Gabaccia, “Ethnic Entrepreneurs” and “Crossing the Boundaries of Taste” in *We Are What We Eat*
- Jeffrey Pilcher, “Was the Taco Invented in Southern California?” *Gastronomica: The Journal of Food and Culture* 8, no. 1 (2008) pdf

Week 9 Modern Meals

Thurs, 10/24 How has technology changed what people in the United States eat? How do historians of science and technology analyze that history?

Required Reading to Discuss Today:

- Deborah Fitzgerald, “Technology and Agriculture in Twentieth-Century America,” in *A Companion to American Technology* (2008) pdf
- Gail Cooper, “House and Home” in *A Companion to American Technology* (2008) pdf

In-Class Writing Assignment: Bring hard copies of the readings and be prepared to write in class on the key questions for the week.

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Week 10 New Ways of Eating

Thurs, 10/31 What factors between the 1940s and the 1970s contributed to people eating more processed foods?

Required Reading to Discuss Today:

- Smith, *Eating History*, p. 165-173 and p. 203-209 and p. 219-228
- Gabaccia, “The Big Business of Eating,” in *We Are What We Eat*
- Andrew Hurley, “From Hash House to Family Restaurant: The Transformation of the Diner and Post-World War II Consumer Culture,” *The Journal of American History* 83, no. 4 (March 1997): 1282-1308 pdf

Week 11 Chicken

Thurs, 11/7 How has the poultry industry changed through the twentieth century? What are the major factors that explain where chicken is produced now? How did the Second World War reshape the poultry industry?

Required Reading to Discuss Today:

- Striffler, *Chicken*, Introduction – Chapter 4

Week 12 More Chicken

Thurs, 11/14 What is it like to work in the poultry and meat industries? How has immigration shaped the food system in the late 20th century?

Required Reading to Discuss Today:

- Striffler, *Chicken*, Chapter 5 – Conclusion

Week 13 Global Food, Fast and Slow

Thurs, 11/21 How has “American” food changed as it has been exported to other countries? What are the positive and negative aspects of globalization when it comes to food?

Required Reading to Discuss Today:

- James L. Watson, “China’s Big Mac Attack,” in *The Cultural Politics of Food and Eating: A Reader* (2005) pdf
- Eriberto P. Lozada, Jr., “Globalized Childhood? Kentucky Fried Chicken in Beijing,” in *The Cultural Politics of Food and Eating: A Reader* (2005) pdf
- Kwame Anthony Appiah, “The Case for Contamination,” *The New York Times*, January 1, 2006 pdf

In-Class Writing Assignment: Bring hard copies of the readings and be prepared to write in class on the key questions for the week.

Week 14 Thanksgiving and Immigrant Acculturation

Thurs, 11/28 What do Thanksgiving traditions reveal about the history of immigration in the United States? How have people reconciled identities as Americans and as members of ethnic and racial groups? When and why did Thanksgiving become a major national holiday? How and why has the business of Thanksgiving changed in the 20th century?

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Required Reading to Discuss Today:

- Smith, *Eating History*, p. 57-64
- Gabaccia, “Nouvelle Creole” in *We Are What We Eat*
- “Celebrating Thanksgiving,” Schlesinger Library Blog
<http://www.radcliffe.harvard.edu/schlesinger-library/blog/celebrating-thanksgiving>
- Misc. Turkey recipes pdf

In-Class Writing Assignment: Bring hard copies of the readings and be prepared to write in class on the key questions for the week.

Week 15 Sustainable Futures

Thurs, 12/5 What threats to our food supply are there from climate change? What can we do to achieve food justice and equity? Is Organic the Answer?

Required Reading to Discuss Today:

- Smith, *Eating History*, p. 193-201 and p. 257-262
- Raj Patel and Philip McMichael, “A Political Economy of the Food Riot,” *Review (Fernand Braudel Center)* 32, no. 1 (2009): 9–35 pdf
- Munir A. Hanjra and M. Ejaz Qureshi, “Global Water Crisis and Future Food Security in an Era of Climate Change,” *Food Policy* 35, no. 5 (October 2010): 365–77 pdf

****FINAL PROJECT DUE ONLINE BY MIDNIGHT Friday, December 6 (details in “Papers and Projects” folder in Blackboard Learn)**

FINAL EXAM DURING FINALS WEEK

Assignments

Paper 1

Food in the Civil War: Comparing Historians’ Approaches

****PAPER DUE ONLINE BY 11:59pm, Friday, September 27, 2013**

(Late papers will lose ½ letter grade per day)

The Very Short Version

Write a 5 page paper answering these two questions: How does food history help us understand the Civil War? How have historians Steinberg, Haber, and Smith answered this question? Do not consult outside readings.

Your paper must be based on assigned readings, and not just on your own opinion or information you find online. Compare the answers offered by the three authors.

The Long Version

This essay is based on the readings from Week 4. Do not consult outside readings.

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- Ted Steinberg, “The Great Food Fight,” in *Down to Earth: Nature’s Role in American History* (2008)
- Barbara Haber, “Pretty Much of a Muchness: Civil War Nurses and Diet Kitchens,” in *From Hardtack to Home Fries: An Uncommon History of American Cooks and Meals* (2002)
- Smith, *Eating History*, p. 67-81.

I recommend that you re-read these chapters after we discuss them in class, and after you have read the rest of this description of the assignment. *Take notes as you read.*

The goal of your paper is to compare and contrast the approaches taken by Steinberg, Haber, and Smith in their chapters about food and the Civil War. Why did we read three chapters that all seem to be about the same topic? We read them because each author emphasizes different factors and covers different issues. Your task is to ask how and why they are similar and different, and to speculate about why the similarities and differences might be important. What questions do you think each of them began their research with? Do they disagree about anything, or do they merely have different interests?

This is a historiographical essay, which means that your paper and your thesis statement should be about the historians’ interpretations of events as much as they are about the events themselves. Of course, we cannot talk about historians’ interpretations without talking about the events they write about. You will need to balance your description of what the authors argue with summary of their content.

Your paper should clearly describe the position that each author takes. Explain both similarities and differences in their approaches. Consider whether each author’s argument is equally persuasive. Do they use the same kinds of primary sources? You will need to consult the endnotes for the chapters to address this question. Conclude by summarizing what, when read together, you think these articles show about food and the Civil War. What do you still want to know more about? Historian Jules Benjamin describes this kind of paper like this:

“Examine each source for the basic components...subject, thesis, approach, evidence, structure, sources, and conclusion. Introduce your general findings, and then build your essay around points of similarity or difference that are most relevant to the assignment, making sure to justify any comparisons you make. Make clear to your reader not only what the similarities and differences are, but why they are important. In your conclusion, summarize your main points, and, if possible, place your findings in a wider historical context.”¹

You should selectively use quotes from each author that help you explain what their central arguments are. You should always use quote marks and a footnote citation when you use an author’s exact words. Even when you paraphrase an author’s ideas, it is a good idea to cite the page where you got the information. But do not cite the readings in an empty way—choose quotes not because they give information, but because they reveal the historians’ interpretations.

If you do not understand these instructions, see me immediately. If you have never written a paper like this, see me immediately.

Formatting Requirements:

- Typed, Double-spaced
- 11-point or 12-point font
- 1” margins
- 4-6 pages in length (about 1,500 words)

¹ Jules Benjamin, *A Student’s Guide to History*, 11th Edition (Boston: Bedford/St. Martin’s Press, 2010), 77.

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- Use footnotes with correctly formatted citations²
- Organize the essay in a coherent way, with an introduction and conclusion
- Include a thesis statement in your introduction (an assertion about how you interpret the evidence)
- Every paragraph should have a topic sentence
- Use complete sentences and proofread for type-o's
- Must be your original work. Copy/Pasting from the web or from a printed work is plagiarism! Brief quotations are acceptable, but they must be inside of quote marks and have a properly formatted citation.

In-Class Writing Assignments

Each of these assignments will have fuller instructions in class. They are all based on assigned readings for the week combined with supplemental primary sources provided by the professor. In general, the in-class writing will ask students to respond to the key questions for each week. These assignments aim to develop students' global awareness,

Week 2 Theories and Origins

What factors do historians assess when they study food? Are there factors besides personal choice and taste that shape what we eat? Is there such a thing as "American food"?

Week 4 Slavery and African Legacies

What foods did enslaved peoples bring from Africa? How did the Atlantic slave trade shape American foodways? What legacies persist in African American foodways?

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How did immigrants change the US food system from the mid-nineteenth through the early twentieth centuries?

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What do Thanksgiving traditions reveal about the history of immigration in the United States? How have people reconciled identities as Americans and as members of ethnic and racial groups? When and why did Thanksgiving become a major national holiday? How and why has the business of Thanksgiving changed in the 20th century?

² I prefer that you use the Chicago style of citations. For example, you would cite a quote from page 5 of Smith like this: Andrew F Smith, *Eating History: Thirty Turning Points in the Making of American Cuisine* (Columbia University Press, 2009), 5. If you quote Smith again, you only need to include this information: Smith, *Eating History*, 5. For more information on Chicago-style citations, see http://www.chicagomanualofstyle.org/tools_citationguide.html

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Final Project

Final Project Ideas – U.S. Food History

Final Project Proposal – Due Friday, October 25, 11:59pm

**Use the Final Project Proposal Form in the “Papers and Projects” folder.

Completed Final Projects – Due during the last week of class

The final project for this class is to create an online exhibit of some kind—your choice—around a topic of your choice. Sound vague? That’s because you have lots of options, and many different ways to approach the assignment. Below I’ve provided you with a handful of possibilities, **but you do not need to limit yourselves to these**. If you have another idea, by all means let me know. In fact, some of these ideas came from students who took this course in the past.

The basic requirements are:

- Create an online exhibit about food in social, cultural, or historical context
- Exhibit must include a substantial written component (at least 800 words)
- Exhibit must include images (and maps, if appropriate)

I’ve broken the suggestions down into two broad categories: blog-based projects and web presentations. They are all “public history” projects because the goal is to apply historical analysis to familiar topics in a public forum. Some are individual, while others are group projects. Your choice.

Bloggng about Your Experiences

Use a free blog service such as wordpress.com or blogspot.com

- Identify historical recipes for a single food over several centuries and recreate the recipes in your own kitchen. Document the process with pictures and blog posts. For an excellent example done by an undergraduate student in this class at FIU in 2011, see <http://culinaryhistory.wordpress.com/the-pound-cake-project/> One place to look for recipes is *The Food Timeline*: <http://www.foodtimeline.org/>
- Photograph and write about all of your meals for a week. Use **Google Maps** to create a map showing where each food item comes from and where the food companies are located. Embed the google map into your blog. What do you notice about where your food comes from? What do you notice about what you eat? Be sure to include a summary post that describes what you learned from the experiment, and telling about how the course readings help you to understand why you eat the way that you do.
- Try “decolonizing” your diet for a week <<http://decolonizeyourdiet.org/>>. Interview elders in your community about their ancestral foods and eat those foods. Research what your diet would be like if you ate only foods that grow locally, are native to the area, or only foods

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from your family's historical cultures. Photograph and write about your experience eating this way. For two examples, see <http://www.kenyonreview.org/2013/08/interview-the-decolonial-cooking-club/> and <http://www.foundmichigan.org/wp/2012/05/03/decolonizing-diet-project/>

- Gather a group of other students in the class and host a multi-cultural potluck. Invite everyone to bring a dish typical of their culture or traditional to their family. Share the meal together, telling each other stories about the food you are sharing. Create a group blog where everyone can post about the food they brought and also about the new foods they tried. What do you learn about Miami as a cultural crossroads through this activity?
- Document your family's Thanksgiving celebration. Include photos, recipes, and descriptions of the roles taken by different members of the family. Describe how and why your family celebrates as they do, and why they include each dish. Apply the categories of analysis you have learned in this class, and draw on the ideas in the course readings. You might make several blog posts at different stages of the preparation and clean-up from the event.
- Volunteer at a local organic farm such as the Little River Market Garden, Verde Gardens, the FIU Organic Garden, or with a farm-worker organization like the Coalition of Immokalee Workers. Blog about what you learn and experience.

Web Presentations

- Interview the owners and employees of several restaurants, ideally of the same type of cuisine. Design a web presentation or short video series that shows the history of these restaurants and that shows how the type of cuisine they sell is part of Miami's history and social landscape. This should not be a series of restaurant reviews. For example, you could build a timeline/map of when and where Nicaraguan restaurants opened in Miami. Or where the proprietors of Chinese restaurants were born. How many of them were born in Latin America or the Caribbean? You might consider using a free service like Historypin, which allows you to use images to create a map. Or you could follow a format like the Southern Foodways Alliance. Here's one example from their site: <https://www.southernfoodways.org/oral-history/bluegrass-and-burria/> You could assemble a group of other students to work on this project together.
- Create a new Wikipedia entry for a food or group of foods. Note Wikipedia's requirements for citations, notability, and style. Submit the article for review. See for example, <http://en.wikipedia.org/wiki/Panela>
- Interview several people who stayed at the Guantanamo Bay Naval Station (for any reason) about what they ate while there. Contribute an interpretive element on food to the Guantanamo Public Memory Project. Read more about the project: <http://blog.gitmomemory.org/>