

Food in the U.S. and the World
01:512:210

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**This syllabus and all course materials will be posted on our course Sakai site:
<https://sakai.rutgers.edu/portal>**

Course Description

This course examines the histories of food production and consumption in the U.S. and the world from the colonial era to the twenty-first century, with particular emphasis on the nineteenth and twentieth centuries. We will consider how political and economic power relations, social norms, and cultural traditions regarding food production and consumption have changed over time to shape our present food system. The central theme of the course is the industrialization of food—the emergence and expansion of industrial agriculture alongside the industrial processing and mass distribution and retailing of food. Throughout the course, we will examine the historical relationship between the industrialization of food and the global flows of capital, labor, knowledge, and commodities that both link and separate farm and table.

We will read a combination of primary and secondary sources to address the following questions: How has agricultural labor changed over time? How have race, class, and gender shaped the experiences of agricultural laborers? How did agricultural production and distribution become industrialized? How have patterns of migration shaped foodways in American culture? What role has government played in the production, regulation, and consumption of food? How have advertising and a mass market shaped patterns of shopping, cooking, and dining? How have ideals of gender and domesticity intersected with food and foodways? How have hunger and food scarcity inspired but also defied reform efforts? How have late twentieth- and twenty-first-century critiques of our global food system affected consumer culture? Specific topics will include Native American agriculture, agricultural commodity markets, wheat futures, citrus growers and United Fruit, the meatpacking industry, migrant farmworkers, Soul Food, ethnicity and cooking, federal regulation and food labeling, gender and consumer politics, wartime conservation and rationing, school lunch, frozen foods, supermarket shopping, the Green Revolution, GMOs, food security and food safety, fast food, slow food, organic, community-supported agriculture, and foraging.

Learning Goals

- Understand the historical origins of the United States' current industrial and capitalist food system, as well as its historical relationship to a global food system
- Analyze the changing ideals and practices of farming in the United States from the

- colonial period to the present day
- Analyze how food and foodways have shaped and been shaped by race, class, and gender
- Analyze the changing nature of food consumer politics, especially in the twentieth century
- Analyze the changing role of the state in the agricultural economy
- Write two essays that make an historical argument based on original primary source research in periodical databases and digital collections
- Synthesize the arguments of secondary sources in class discussion
- Analyze and contextualize primary sources in class discussion

Course Requirements

Attendance Policy

Students are expected to attend all sessions and to be active and thoughtful participants in class activities. **More than three (3) unexcused absences (i.e., other than a documented illness, documented emergency, religious observance, or university-approved absence) will have an adverse effect on your grade. For each unexcused absence beyond the 3 allowed, your final course grade will be lowered by 2 percentage points.** For example, if you accumulate 5 unexcused absences during the semester and have a grade of 83%, your grade will be lowered to 79%. Please note that an excused absence means that you provide a note from a doctor, dean, or coach that explains your absence. **All absences, whether excused or unexcused, should be entered into the Rutgers University absence reporting website <https://sims.rutgers.edu/ssra/> , where you will indicate the date and reason for your absence.** I will receive an automatic email from this system, so there is no need to send me a separate email regarding your attendance.

Citizenship

The Department of History's "Policy on Mutual Responsibilities and Classroom Etiquette" states, "Our commitments to a strong learning community are expressed in many ways. Respectful professors convey their commitment to the discipline of history and their desire to share its delights and challenges. They are well prepared for class, provide students with clear goals and expectations, listen carefully to student questions and comments, and conscientiously evaluate their students' work. Respectful students bring a strong work ethic to the history courses that they select. They expect to attend the scheduled classes, to be on time, to be prepared for class, and to be attentive during class. A shared respect for the discipline of history and for one another as teachers and students of history is essential to the academic integrity of our program. We must all do our part to maintain an environment of openness and civility that encourages and honors the intellectual achievement represented by the discipline of history."
<http://history.rutgers.edu/undergraduate/academic-policies/52-academics/undergraduate-program/108-policy-on-mutual-responsibilities-and-classroom-etiquette> (Accessed January 13, 2016.)

Each of you is a valuable member of our intellectual community this semester, and I trust that you will conduct yourselves accordingly. My goal is that our classroom will be a space for thoughtful, sustained, and respectful engagement with the course material and with each other. In order to achieve that goal, we will need to give each other and the material our undivided attention, which means that texting and online activity unrelated to the class are not permitted for any reason. **If I see you using a mobile phone for purposes unrelated to class, you will be marked “absent” for that day. Laptops and tablets may be used for course-related purposes only.** I trust that you will make your best effort to contribute to our intellectual collaboration by arriving to class on time, participating in class discussions and activities, not distracting yourself or others during class, and not leaving class early (unless you have explained to me in advance why you must leave early). Twenty percent of your course grade will be based on class participation and citizenship.

Assignments

In addition to regular attendance and participation, students will write a 5-page analytical essay on the advertising history of a specific food product (to be chosen in consultation with the professor), and a 5-page analytical essay on newspaper coverage of a specific food-related controversy (to be chosen in consultation with the professor). Students will also take a midterm exam and a final exam. Reading assignments should be completed for the date on which they are listed. **Please remember to bring the assigned readings in hard copy or digital format to class as we will refer to specific passages during discussion.**

Required books (at the Rutgers Bookstore and on reserve at Alexander Library):

Susanne Freidberg, *Fresh: A Perishable History* (Belknap Press, 2010). ISBN: 9780674057227

James C. Giesen and Bryant Simon, eds., *Food and Eating in America: A Documentary History* (Wiley-Blackwell, 2018). ISBN: 978-1-118-93638-2

Additional readings will be posted on Sakai.

Academic Integrity

The foundation of this course and any scholarly endeavor is academic integrity. I fully expect that all students will adhere to principles of academic integrity in their work. **You are responsible for understanding the Rutgers policies regarding academic integrity, as outlined at <http://academicintegrity.rutgers.edu>. Ignorance of these policies or the consequences for violations is not an acceptable excuse.**

All written work must be a student's own original work. Any and all references to other sources within your own paper must be properly cited according to the bibliographic conventions of the Chicago Manual of Style, which is available at the Alexander Library and online at the Purdue Online Writing Lab:

<https://owl.english.purdue.edu/owl/resource/717/01/>

If you have any questions about quoting, paraphrasing, or referring to the work of others, please ask! It is better to be safe than sorry, better to have too many citations than not enough and thus run the risk of unintentional plagiarism.

Any and all violations of academic integrity in this course will result in the formal consequences and disciplinary action that are outlined in the Rutgers policy on academic integrity. I have a zero-tolerance policy for academic dishonesty and refer all violations directly to the Office of Student Conduct.

Grading Policies

- 25% Paper #1 (5 pages): Analytical essay on the advertising history of a specific food product (to be chosen in consultation with the professor)
- 20% In-class midterm exam: 10 short-answer identifications (A study guide will be distributed well in advance of the midterm exam.)
- 25% Paper #2 (5 pages): Analytical essay on newspaper coverage of a specific food-related controversy (to be chosen in consultation with the professor)
- 20% Final exam: 10 short-answer identifications and 1 essay (A study guide will be distributed well in advance of the final exam.)
- 10% Citizenship and class participation

Rubric for citizenship and class participation

A range: Frequently contributes to discussion in class. Excellent classroom citizenship.

B range: Contributes occasionally to class discussion. Engaged during small-group discussion activities. Good classroom citizenship.

C range: Listens attentively to the lecture, but could be more engaged during small-group discussion activities. Acceptable classroom citizenship.

D range or below: Disengaged during the lecture and/or does not participate in small-group discussion activities and/or uses technology for purposes unrelated to the course.

Late submissions

Please note that late paper submissions will be penalized by half a letter grade (e.g., from B+ to B) for each day they are late, unless you have obtained a letter from a doctor or a dean explaining why you were unable to complete your work on time.

Grading scale

Individual assignments and final grades will be graded according to the following scale: A (90% and above), B+ (85-89%), B (80-84%), C+ (75-79%), C (70-74%), D (60-69%), F (59% and below).

Your grades

Our Sakai grade book will be updated regularly throughout the semester, so please make sure to check your grades so that you know where you stand. If you would like to discuss your grades at any point, I am always happy to meet with you during office hours (but I do not discuss grades over email). There are no extra credit assignments in this course, and I do not give out extra points at the end of the semester.

Contacting the Professor

I am available during office hours each week, and I can also have quick conversations before or after class. I check email regularly (pietrusk@history.rutgers.edu) and generally respond within 24 hours. Please contact me with any questions or concerns as soon as they arise. I am always happy to help however I can.

Students with Disabilities

Rutgers, The State University of New Jersey abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508, which mandate reasonable accommodations be provided for qualified students with disabilities and accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me during the first week of the semester so that we can arrange the accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Ave., Suite A145. Phone: 848.445.6800
Online: <https://ods.rutgers.edu/>

Schedule

Week 1: Historicizing Food

1.1 Where Does Our Food Come From?

Screening and discussion of *Food Inc.* (2008), dir. Robert Kenner.

1.2 Thinking About Food and Food History

Freidberg, *Fresh*, introduction.

Donna Gabaccia, "What Do We Eat?" in Carole M. Counihan, ed., *Food in the USA: A Reader* (Routledge, 2002), pp. 35-40.

Wendell Berry, "The Pleasures of Eating," from *What Are People For?* (1990)

Recommended:

Gerard J. Fitzgerald and Gabriella M. Petrick, "In Good Taste: Rethinking American History with Our Palates," *Journal of American History*, Vol. 95, No. 2 (Sep., 2008): 392-404.

Sidney W. Mintz, "Food and Eating: Some Persisting Questions," in Warren Belasco and Philip Scranton, eds., *Food Nations: Selling Taste in Consumer Societies* (Routledge, 2001), pp. 24-33.

PART I. AGRICULTURAL LABOR, PRODUCTION, and COMMERCIAL EXCHANGE

Week 2: Knowing and Practicing Agriculture in Early America

2.1 Food in the New World

Food & Eating document 1.1: The Cherokee Creation Story, “How the World Was Made”

Food & Eating document 1.2: John Smith’s Journal on the Starving Times at Jamestown Colony

Food & Eating document 1.4: Edward Winslow and William Bradford, Reflections on the First Thanksgiving (1621)

Food & Eating document 1.5: A Micmac Perspective on Europeans’ Way of Life, near Quebec (c. 1677)

Food & Eating document 1.8: Correspondence of Lord Charles Cornwallis on Food and British Military Difficulties (1777)

Food & Eating document 1.9: Private Joseph Plumb Martin’s Memoir, “miserable food...to be made eatable” section (1777)

Recommended:

Gary Paul Nabhan, *Enduring Seeds: Native American Agriculture and Wild Plant Conservation* (University of Arizona Press, 2002), chap. 6 (“New and Old Ways of Saving: Botanical Gardens, Seed Banks, Heritage Farms, and Biosphere Reserves”).

Frederick Douglass Opie, *Hogs and Hominy: Soul Food from Africa to America* (Columbia University Press, 2010), chaps. 1 and 2.

2.2 Food, Foodways, and Conflict in the Early Republic

Food & Eating document 2.1: Mary Randolph’s *The Virginia House-Wife* (1824), “Preface,” “Introduction,” and “Preserves” sections

Food & Eating document 2.2: Amelia Simmons’ *American Cookery* (1798), “Preface,” “General Rules to be observed in Boiling,” and recipes for “pickle cucumbers” and “Roast Beef”

Food & Eating document 2.4: John Lewis Krimmel, *The Quilting Frolic* (Painting, 1813). Depicts middle class life in a Pennsylvania household with details on living, eating, and food prep spaces, as well as utensils and dinnerware

Food & Eating document 2.5: Joseph Doddridge’s *Notes on the Settlement and Indian Wars of the Western Parts of Pennsylvania and Virginia* (1824), Chapter 5, “Beasts and Birds”

Food & Eating document 2.6: English Phrenologist George Combe, *Notes on the United States* section on the fast pace of Americans’ eating

Week 3: Early Nineteenth-Century Moral and Political Economies of Food

3.1 Agriculture and Food in the Age of Reform

Food & Eating document 4.1 Advice on Farm Management, from *The New England Farmer and Horticultural Journal* (1829)

Food & Eating document 4.3 Lydia Maria Child’s *The American Frugal Housewife* (1832) on Child Labor on Family Farms

Food & Eating document 4.4 Sylvester Graham’s “A Defence of the Graham System of Living” (1837)

Food & Eating document 4.6 Political Cartoon: “A Member of the Temperance Society” (early- 1830s)

3.2 Panic and Prices in 1837

Courtney Fullilove, “The Price of Bread: The New York City Flour Riot and the Paradox of Capitalist Food Systems,” *Radical History Review* 2014, no. 118 (Winter 2014): 15-41.

Week 4: Slavery and Civil War

4.1 Slavery and Food in the Old South

Food & Eating document 3.1: Frederick Douglass, *Narrative of the Life of Frederick Douglass*, excerpts on slave rations on Maryland’s Eastern Shore

Food & Eating document 3.2: Excerpts from Harriet Jacobs, *Incidents in the Life of a Slave Girl*: Slaves’ Weekly Rations, Punishments for Slaves’ Stealing Food from Master, and Slave Taste Testers for Master

Food & Eating document 3.3: Foodways White and Black: Perspectives on Food and Eating on the Southern Plantation

Food & Eating document 3.5: William Howard Russell, Diary juxtaposing sugar production and slave diet on a Louisiana sugar plantation (1861)

Food & Eating document 3.6: Fattening Slaves for Market: John White’s *Day Book* (1845-1846) on slave diet and sales; Letter from A. J. McElveen to Ziba Oakes (Sept. 8, 1856) describing preparing slaves for sale

Recommended: Robert L. Hall, “Food Crops, Medicinal Plants, and the Atlantic Slave Trade,” in Anne Bower, ed., *African-American Foodways: Explorations of History and Culture* (University of Illinois Press, 2008), 17-44.

4.2 Feeding Two Armies

Food & Eating document 6.1: “Our rations did not suit us,” from the Diary of Louis Léon (C.S.A.)

Food & Eating document 6.2: “We have excellent food,” from the Diary of Elisa Hunt Rhodes (U.S.A.)

Food & Eating document 6.3: The Confederate Right to Impress Food, in “A Bill to Provide Supplies for the Army and to Prescribe the Mode of Making Impressments” (1864)

Food & Eating document 6.4: Women and Confederate Food Riots: Lithograph of Richmond Bread Riot and newspaper coverage of food riots in NC and GA in Spring 1863

Food & Eating documents 6.5, 6.6: photographs of hardtack, cooking and eating in camp

Recommended: Ted Steinberg, *Down to Earth: Nature’s Role in American History* (New York: Oxford University Press, 2002), chap. 6 (“The Great Food Fight”).

Week 5: Industrializing Food and Agricultural Labor

5.1 Sociotechnical Systems of Industrial Agriculture [PAPER #1 DUE]

Freidberg, *Fresh*, chap. 1 (“Refrigeration: Cold Revolution”), chap. 5 (“Vegetables: Hidden Labor”).

Douglas Sackman, “Nature’s Workshop: The Work Environment and Workers’ Bodies in

California's Citrus Industry," *Environmental History* (January 2000): 27-53.

5.2 Labor, Ethnicity, and Gender

Seth Holmes, *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States* (University of California Press, 2013), chap. 3 ("Segregation on the Farm: Ethnic Hierarchies at Work").

Deborah Fink, *Cutting into the Meatpacking Line: Workers and Change in the Rural Midwest* (UNC Press, 1998), chap. 3 ("Frankly, She's Not Worth It: Working through Gender").

Week 6: Commodifying Nature

6.1 Speculation and Fictions of Finance Capitalism

Frank Norris, "A Deal in Wheat," in *A Deal in Wheat and Other Stories of the New and Old West* (Doubleday, Page & Co., 1903).

Screening of *A Corner in Wheat* (1909), dir. D. W. Griffith.

Freidberg, *Fresh*, chap. 2 ("Beef: Mobile Meat").

Recommended:

William Cronon, *Nature's Metropolis: Chicago and the Great West* (Norton, 1991), chap. 5 ("Annihilating Space: Meat").

6.2 The Fruits of American Empire

Jason M. Colby, *The Business of Empire: United Fruit, Race, and U.S. Expansion in Central America* (Ithaca: Cornell University Press, 2013), chap. 3 ("Corporate Colonialism").

Freidberg, *Fresh*, chap. 4 ("Fruit: Ephemeral Beauty").

Recommended: Douglas Sackman, *Orange Empire: California and the Fruits of Eden* (Berkeley: University of California Press, 2007), chap. 3 ("Pulp Fiction: The Sunkist Campaign").

PART II. FOODWAYS AND CULTURES

Week 7: Food and Identities

7.1 Soul Food

Psyche Williams-Forsen, "Chickens and Chains: Using African American Foodways to Understand Black Identities," in Anne Bower, ed., *African American Foodways*, 126-38.

Opie, *Hog and Hominy*, chap. 3.

7.2 Migration, Urbanization, and Eating in the Late Nineteenth Century

Food & Eating document 7.1: Three Documents on Irish immigration: potato rot (from *Bessy Conway*, chapter 19); food on ship, and working as cook in America (both from John O'Hanlon, "The Irish Emigrant's Guide for the United States") (1861)

Food & Eating document 7.3: The Mexican Culinary Influence in Texas: Frederick Law Olmsted's *A Journey Through Texas* (1857), section on Mexican cooking in Texas.

Food & Eating document 7.4: Three Immigrant Letters Home about Food: an Italian immigrant in St. Louis, a Russian immigrant in Chicago, and a German immigrant in

New York City

Food & Eating document 7.5: Advertisement for the Tiffany Refrigerator Car Company (1879) and Photograph of Anheuser-Busch Beer Car

Food & Eating document 7.8: Food Images/Advertisements from Sears Roebuck and Co. Catalogue (1897)

Recommended:

Harvey Levenstein, "The American Response to Italian Food, 1880-1930," in Carole M. Counihan, ed., *Food in the USA: A Reader* (Routledge, 2002), pp. 75-90.

Katherine Leonard Turner, "Tools and Spaces: Food and Cooking in Working-Class Neighborhoods, 1880-1930," in Warren Belasco and Roger Horowitz, eds., *Food Chains: From Farmyard to Shopping Cart* (Penn Press, 2008), pp. 217-32.

Hasia Diner, *Hungering for America: Italian, Irish, and Jewish Foodways in the Age of Migration* (Harvard UP, 2002), chap. 7 ("Food Fights: Immigrant Jews and the Lure of America").

Heather R. Lee, "A Life Cooking for Others: The Work and Migration Experiences of a Chinese Restaurant Worker in New York City, 1920-1946," in Robert Ji-Song Ku, Martin F. Manalansan, and Anita Mannur, eds., *Eating Asian-American: A Food Studies Reader* (NYU Press, 2013), pp. 53-77.

Week 8: Americanizing and Globalizing Foods

8.1. Americanizing and Globalizing Foods

Jeffrey M. Pilcher, *Planet Taco: A Global History of American Food* (Oxford UP, 2017), chap. 5 ("Inventing the Mexican American Taco").

Donna Gabaccia, "As American as Budweiser and Pickles? Nation-building in American Food Industries," in Warren Belasco and Philip Scranton, eds., *Food Nations: Selling Taste in Consumer Societies* (Routledge, 2001), pp. 175-93.

8.2 MIDTERM EXAM

PART III. SCIENCE & THE STATE

Week 9: Home Economics and the Home Front during the Progressive Era and WWI

9.1 Scientific Regulation and Scientific Management of Food Production

Food & Eating document 8.6: The Pure Food and Drug Act (1906), selections from sections on adulteration, production, labeling, and importation

Christine Frederick, *The New Housekeeping: Efficiency Studies in Home Management* (Doubleday, Page, 1913), chap. 3 ("Standardizing Conditions in Kitchen Arrangement")

Freidberg, *Fresh*, chap. 6 ("Milk: Border Politics").

Recommended:

Kendra Smith-Howard, *Pure and Modern Milk: An Environmental History Since 1900* (New York: Oxford University Press, 2013), chap. 1 ("Reforming a Perilous Product: Milk in the Progressive Era").

9.2 Patriotism, Production, and Conservation during WWI

Harvey Levenstein, *Revolution at the Table: The Transformation of the American Diet* (Berkeley: University of California Press, 2003), chap. 11 (“Food Will Win the War”).

Recommended: Opie, *Hog and Hominy*, chap. 4.

Week 10: Nutrition and Scarcity during Depression and War

10.1 Bread Lines and Dust Bowl

Food & Eating document 9.1: Oscar Helene, farmer from Iowa, interviewed by Studs Terkel in *Hard Times* (1970)

Food & Eating document 9.2: John Steinbeck, “The Harvest Gypsies,” *San Francisco Chronicle* (October 5, 1936)

Food & Eating document 9.3: Franklin D. Roosevelt, Address on Agricultural Adjustment Act, May 14, 1935

Food & Eating document 9.5: Depression-Era recipes for stew and cooking dandelions from *Clara's Kitchen Recipes*

Recommended:

Harvey Levenstein, *Revolution at the Table*, chap. 12 (“The Newer Nutrition, 1915-1930”).

Harvey Levenstein, *Paradox of Plenty: A Social History of Eating in Modern America* (University of California Press, 2003), chaps. 1 (“Depression Dieting and the Vitamin Gold Rush”) and 4 (“One-third of a Nation Ill Nourished?”).

Opie, *Hog and Hominy*, chap. 5.

Susan Levine, *School Lunch Politics: The Surprising History of America's Favorite Welfare Program* (Princeton University Press, 2008), introduction and chap. 3 (“Nutrition Standards and Standard Diets”).

10.2 World War II

Food & Eating document 10.3: “How to Use Your War Ration Book”

Food & Eating document 10.1: Coca Cola advertisements

Food & Eating document 10.2 Victory Garden posters

Screening of *Prices Unlimited* (1944), dir. Erle C. Kenton.

Recommended:

Lizabeth Cohen, *A Consumers' Republic: The Politics of Mass Consumption in Postwar America* (2003), chap. 2 (“War: Citizen Consumers Do Battle on the Home Front”).

Amy Bentley, “Islands of Serenity: Gender, Race, and Ordered Meals During World War II,” in *Food in the USA*, pp. 171-92.

Mark Weiner, “Consumer Culture and Participatory Democracy: The Story of Coca-Cola During World War II,” in *Food in the USA*, pp. 123-41.

PART IV. FOOD TECHNOLOGIES, CONSUMPTION, AND CRITIQUES

Week 11: Midcentury Convenience

11.1 Supermarkets, Suburbs, and the Politics of Consumption

Amy Bentley, *Inventing Baby Food: Taste, Health, and the Industrialization of the American*

Diet (Berkeley: University of California Press, 2014), chap. 2 (“Shifting Child-Rearing Philosophies and Early Solids: The Golden Age of Baby Food at Midcentury”).
Tracey Deutsch, *Building a Housewife’s Paradise: Gender, Politics, and American Grocery Stores in the Twentieth Century* (University of North Carolina Press, 2012), chap. 7 (“Babes in Consumerland: Supermarkets, Hardware Stores, and the Politics of Postwar Mass Retail”).

11.2: The Chicken of Tomorrow

Roger Horowitz, “Making the Chicken of Tomorrow: Reworking Poultry as Commodities and Creatures, 1945-1990,” in *Industrializing Organisms: Introducing Evolutionary History*, ed. Susan R. Schrepfer and Philip Scranton (Routledge, 2003), 215-36.
James Spiller, “Radiant Cuisine: The Commercial Fate of Food Irradiation in the United States,” *Technology and Culture* 45, no. 4 (October 2004): 740-63.

Week 12: Food Scares, Safety, and Security

12.1 Toxicity and Risk in Postwar Food Systems

“Cranberry Scare: Here are the Facts,” *U.S. News & World Report*, November 23, 1959, pp. 44-45.

Food & Eating document 11.1: Introduction to President’s Science Advisory Committee “Report on Pesticides” (1963), a response to *Silent Spring*

12.2 Food Security and Agricultural Biotechnology

Screening and discussion of *Agriculture USA* (1962), U.S. Department of Agriculture.
Food & Eating Document 11.5: Norman E. Borlaug, “The Green Revolution, Peace, and Humanity,” Nobel Lecture (December 11, 1970)

Recommended:

Nick Cullather, “Miracles of Modernization: The Green Revolution and the Apotheosis of Technology,” *Diplomatic History* 28, no. 2 (April 2004): 227-54.
Rachel Schurman and William A. Munro, *Fighting for the Future of Food: Activists versus Agribusiness in the Struggle over Biotechnology* (University of Minnesota Press, 2010), introduction and chap. 5 (“Creating Controversy in the United States”).

Week 13: Food and Social Movements

13.1 Rights Revolutions

Food & Eating document 12.2: Black Panther Party, “To Feed Our Children” (1969)
Food & Eating document 12.1: Eliseo Medina, “Why A Grape Boycott,” *Community* (1969)
Statement of Dolores Huerta, Vice President, United Farm Workers Organizing Committee, AFL-CIO, to U.S. Senate Subcommittee on Migratory Labor, July 15, 1969, in *A Dolores Huerta Reader*, ed. Mario T. Garcia (University of New Mexico Press, 2008), pp. 213-17.

13.2 Countercultures and Consumption

Food & Eating document 12.3: Phyllis Grabe, *The Hippie Cookbook, Or, Don’t Eat Your Foodstamps*, Chapter, “Cookin’ in the Nude” (1970)
Joshua Clark Davis, *From Head Shops to Whole Foods: The Rise and Fall of Activist*

Entrepreneurs (Columbia University Press, 2017), chap. 5 (“Natural Foods Stores: Environmental Entrepreneurs and the Perils of Growth”)

Week 14: McDonaldization and Its Discontents

14.1 Fast Food Nations [PAPER #2 DUE]

José Bové and François Dufour, *The World is Not For Sale: Farmers Against Junk Food* (Verso, 2001), chap. 1 (“McDonald’s: Bové’s Story”).

Eric Schlosser, Afterword from *Fast Food Nation: The Dark Side of the American Meal* (Mariner Books, reprint 2012 [2001]).

Yunxiang Yan, “McDonald’s in Beijing: The Localization of Americana,” in James L. Watson, ed., *Golden Arches East: McDonald’s in East Asia*, 2nd ed. (Stanford University Press, 2006), pp. 39-76.

Recommended:

James L. Watson, “Update: McDonald’s as Political Target: Globalization and Anti-Globalization in the Twenty-First Century,” in James L. Watson, ed., *Golden Arches East: McDonald’s in East Asia*, 2nd ed. (Stanford University Press, 2006), pp. 183-200.

14.2 Slow, Local, and Organic Alternatives

Michael Pollan, *The Omnivore’s Dilemma: A Natural History of Four Meals* (Penguin, 2007), chap. 9 (“Big Organic”).

Betty L. Wells, Shelly Gradwell, and Rhonda Yoder, “Growing Food, Growing Community: Community Supported Agriculture in Rural Iowa,” in *Food in the USA*, pp. 401-408.

Teresa M. Mares and Devon G. Peña, “Environmental and Food Justice: Toward Local, Slow, and Deep Food Systems,” in Alison Hope Alkon and Julian Agyeman, eds., *Cultivating Food Justice: Race, Class, Sustainability* (The MIT Press, 2011), pp. 197-220.

Screening: clips from *The Garden* (2008), dir. Scott Hamilton Kennedy

Recommended:

Alison Leitch, “Slow Food and the Politics of ‘Virtuous Globalization,’” in Carole Counihan and Penny von Esterik, eds., *Food and Culture*, 3rd ed. (Routledge, 2013), pp. 409-25.

Winona Hauter, *Foodopoly: The Battle over the Future of Food and Farming in America* (The New Press, 2012), Part VI (“Building the Political Power to Challenge the Foodopoly”).

FINAL EXAM