

### GENERAL STUDIES COURSE PROPOSAL COVER FORM

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College/School	New College of Interdisciplinary Arts and Sciences Department/School  School of Humanities, Arts and Cultural Studies				
Prefix: HST	Number: 30	Title:	Studies in Latin American Topic: Food	History	Units: 3
	on: Specialized to		merican history. Explores cour	ntries, cultures, and	issues in history, and their
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Is this a cross-li	sted course?	No	If yes, please identify course	e(s):	
	hat are crosslisted and		If so, list all academic units The College of Liberal Arts Historical, Philosophical & f support from the chair/director of each chair/director agrees to ensure that all fo	and Sciences, School Religious Studies department that offers the	ol of e course is required for <u>each</u>
			the criteria for each approved designati		
Is this a <b>perma</b>	nent-numbered c	ourse with topics	? Yes		
If <u>ves</u> , each topic	requires <u>an individ</u>	ual submission, se	parate from other topics.		
-	gnation: Historica			Mandatory Review:	Yes
	proposal is required				
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Submission dea	dlines dates are	as follow:			
For Fall	2020 Effective Da	te: October 10, 2	019 For Spr	ring 2021 Effective D	Oate: March 5, 2020
Area proposed o	ourse will serve:		1		
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### Arizona State University Criteria Checklist for

### HISTORICAL AWARENESS [H]

### Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

	ASU[H] CRITERIA			
THE	THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted	
X	_	1. History is a major focus of the course.	Syllabus; discussion posts; assignments; readings.	
X		2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus; discussion posts; assignments; readings.	
X		<b>3.</b> There is a disciplined systematic examination of human institutions as they change over time.	Syllabus; discussion posts; assignments; readings.	
X	_	<b>4.</b> The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus; discussion posts; assignments; readings.	
		Courses that are merely organized chronologically.		
		Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.		
		• Courses whose subject areas merely occurred in the past.		

Course Prefix	Number	Title	General Studies Designation
HST	305	Studies in Latin American History Topic: Food	Н

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. History is a major focus of the course.	The course studies how Latin American foods have changed over time (from pre-Columbian times to the present) and what that reveals about Latin America and perceptions about Latin American and its peoples.	See text in syllabus; readings; & discussion posts (highlighted in yellow).
2. The course examines human development as a sequence of events.	The course looks at the variety of factors that have influenced the development of Latin American cuisine over food and what food can teach us about humanity.	See text in syllabus; readings; & discussion posts (highlighted in yellow). The readings, discussions, and assignments related to the Earle and Pilcher readings are especially relevant.
3. There is a systematic examination of human institutions as they change over time.	The course explores how Latin American cuisine has changed over time and especially how such changes relate to evolving ideas of nationalism and identity.	See text in syllabus; readings; & discussion posts (highlighted in yellow). The readings, discussions, and assignments related to the Pilcher reading about Mexican food is especially relevant.
4. This course examines the relationship among events, ideas, and artifacts in social and political contexts.	The course explores how the production of food impacts ideas about gender, labor and social status. It looks at how governments have used food and food policy as a political tool for shaping the nation. It also studies the trajectory of food from farms and factories to our stomachs and how the different entities impact what food is eaten and how.	See text in syllabus; readings; & discussion posts (highlighted in yellow). The readings, discussions, and assignments related to the articles about gender and labor, politics, and commodity chains are especially relevant.

### Course Syllabus



Jump to Today



To print: MAC users press "器" + "P". PC users press "CTRL" + "P".



HST 305 Studies in Latin American History Topic: Food

### Course and Faculty Information

Course Description: This course uses food as a tool for studying Latin American culture and history. It looks at how the evolution of human development, and especially the food that we eat, is influenced by social, political, and economic context. We will study the production, commodification of food in Latin America and its globalization. We will also learn about how Latin American cuisine sheds light on the formation of cultural identity and perceptions of nationalism. The course entails significant amounts of reading; active engagement with complicated scholarly articles and books; sustained participation in discussion boards; and 2 papers and other assignments that require critical analysis of scholarly readings.

The course modules address the following topics:

- The origins of ingredients used in Latin American cuisine and how the meanings of these food items have changed over time.
- Food in the formation of national identity.
- Globalization of Latin American cuisine.
- Labor and gender in food production.
- How food has been used as a political tool to shape the nation, address economic problems, and influence political outcomes.
- Commodity chains and the stages that food items go through to get from farms and factories to our stomachs.

Credits: 3

Instructor: Julia Sarreal

Contact Info: julia.sarreal@asu.edu

Office Hours: 1:30 to 2:30 on Thursdays or by appointment

### **Course Learning Outcomes**



- 1. Reading assignments will educate students on the major themes of Latin American food history.
- 2. Discussion boards and writing assignments will develop critical thinking and communication skills.
- Students will achieve a deeper understanding of Latin American food and cuisine and what it teaches us about contemporary Latin American culture and society.

### Reading

You will need to read the following two books in their entirety. Plan in advance to purchase them or check them out of the library.

Earle, Rebecca. Potato. New York: Bloomsbury, 2019.

Pilcher, Jeffrey M. Planet Taco: A Global History of Mexican Food. New York: Oxford University Press, 2017.

Various articles/book chapters listed in Modules.

### Course Access

Your ASU courses can be accessed by both <a href="my.asu.edu">my.asu.edu</a> (<a href="http://my.asu.edu">http://my.asu.edu</a>) and <a href="asu.instructure.com">asu.instructure.com</a>); bookmark both in the event that one site is down.

### Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers (<u>Chrome (https://www.google.com/chrome)</u>, <u>Mozilla Firefox (http://www.mozilla.org/en-US/firefox/new/)</u>, or <u>Safari (http://www.apple.com/safari/)</u>)
- Adobe Acrobat Reader (http://get.adobe.com/reader/) (free)
- Adobe Flash Player (http://get.adobe.com/flashplayer/) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office (<u>Microsoft 365 is free (https://myapps.asu.edu/app/microsoft-office-2016-home-usage)</u> for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

*Note:* A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

### **Student Success**

To be successful:

· check the course daily

- · read announcements
- · read and respond to course email messages as needed
- · complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

### Grading

Your grade will be determined based on the following grading schema:

Grade	Percentage	Points Range
A+	100% - 97.5%	975 - 1,000
А	<97.49-94.5%	945 - 974
A-	<94.49-90%	944- 900
B+	<89.99-87.5%	899 - 875
В	<87.49-83.5%	874 - 835
B-	<83.49-80%	834 - 800
C+	<79.99-77.5%	799 - 775
С	<77.49-70%	774 - 700
D	<69.99-60%	699 - 600
Е	<60%	0 - 599

### **Submitting Assignments**

All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the <u>Time Converter</u> (<a href="http://www.thetimezoneconverter.com/">http://www.thetimezoneconverter.com/</a>) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

### **Grading Procedure**

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will be available within one week of the due date in the Gradebook.

### Late or Missed Assignments



Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time. Extensions will only be given for extreme circumstances and on a case-by-case basis.

Follow the appropriate University policies to request an <u>accommodation for religious practices</u> (<a href="http://www.asu.edu/aad/manuals/acd/acd304-04.html">http://www.asu.edu/aad/manuals/acd/acd304-04.html</a>) or to accommodate a missed assignment <u>due to</u> University-sanctioned activities (<a href="http://www.asu.edu/aad/manuals/acd/acd304-02.html">http://www.asu.edu/aad/manuals/acd/acd304-02.html</a>).

### Communicating With the Instructor

### **Community Forum**

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 72 hours.

### **Email**

ASU email is an <u>official means of communication (http://www.asu.edu/aad/manuals/ssm/ssm107-03.html)</u> among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their **Canvas Inbox** regularly and use it to correspond with the instructor.

All instructor correspondence will be sent to your ASU email account through the Canvas Inbox.

### **Plagiarism**

Academic honesty – the cornerstone of teaching and learning – lays the foundation for lifelong integrity. Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. Copying a classmate's work or something from the Internet is unacceptable. This standard applies to all assignments for this class. All information – examples, ideas, evidence, or quotations – found in a primary or secondary source must be cited. Students must cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. You need to cite material in footnote form following the Chicago Manual of Style. Any instance of cheating, plagiarizing, or otherwise presenting someone else's work as your own will result in a failure of this course with a grade of XE and a report to the Dean of Students. Suspected use of undocumented material or cheat-shop papers will be subjected to language analysis and external review to determine authorship. Blatant inconsistency between prior work and the work in question will result in failure of the assignment. Always cite any arguments, thoughts, or observations that are not your own. Please seek clarification if you are uncertain about what is and is not considered plagiarism. See: the ASU Provost website (https://provost.asu.edu/academic-integrity) for more information.

### **Accessibility Statements**

Students requesting accommodation for a disability must be registered with the <u>Disability Resource Center</u> (<u>DRC) (http://%20https://eoss.asu.edu/drc/services)</u> and submit appropriate documentation from the DRC. If you have any questions or experience any difficulties with this process, please contact the DRC office for assistance at 602-543-8171. In addition, I encourage you to meet with me during office hours or by appointment to discuss how best to meet your needs.

Policy against threatening behavior. (https://www.asu.edu/aad/manuals/ssm/ssm104-02.html)

Policy on sexual discrimination (https://www.asu.edu/aad/manuals/acd/acd401.html) .

<u>ASU Counseling Services (https://eoss.asu.edu/counseling)</u> are available if you wish discuss any concerns confidentially and privately.

### Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

### **Course Summary:**

Date	Details	
Sun Mar 15, 2020	Introductory Week: Discussion - Recipe (https://canvas.asu.edu/courses/47662/assignments/1106123)	due by 11:59pm
Suff Mai 13, 2020	Introductory Week: Discussion - Video (https://canvas.asu.edu/courses/47662/assignments/1106124)	due by 11:59pm
Sun Mar 22, 2020	Module 1: Assignment - New World Food  (https://canvas.asu.edu/courses/47662/assignments/1106132)	due by 11:59pm
Sull Ivial 22, 2020	Module 1: Discussion - Potato (https://canvas.asu.edu/courses/47662/assignments/1106122)	due by 11:59pm
Sun Mar 29, 2020	Module 2: Discussion - Tacos & Mexican Identity (https://canvas.asu.edu/courses/47662/assignments/1106126)	due by 11:59pm
Sun Apr 5, 2020	Module 3: Discussion - 1st Paper Assignment  (https://canvas.asu.edu/courses/47662/assignments/1106125)	due by 11:59pm
Out Apr 3, 2020	Module 3: Writing Assignment - Planet Taco (https://canvas.asu.edu/courses/47662/assignments/1106134)	due by 11:59pm
Sun Apr 12, 2020	Module 4: Discussion - Gender & Labor (https://canvas.asu.edu/courses/47662/assignments/1106129)	due by 11:59pm

Date	Details	&
Sun Apr 19, 2020	Module 5: Discussion - Politics (https://canvas.asu.edu/courses/47662/assignments/1106130)	due by 11:59pm
Sun Apr 26, 2020	Module 6: Discussion - Commodity Chains (https://canvas.asu.edu/courses/47662/assignments/1106131)	due by 11:59pm
Wed Apr 29, 2020	Module 7: Field Trip (https://canvas.asu.edu/courses/47662 /assignments/1106135)	due by 11:59pm
Fri May 1, 2020	Module 7: Writing Assignment - Final Paper  (https://canvas.asu.edu/courses/47662/assignments/1106136)	due by 11:59pm

### HST 305: Topics in Latin American History – Food

### **LEARNING MATERIALS**

### **Introductory Week**

Watch the following: Anthony Bordain on food: "There's nothing more political" to get his perspective on what we can learn from studying food.

### **Module 1 – Potatoes**

Earle, Rebecca. Potato. New York: Bloomsbury Academic, 2019 (entire book).

### **Module 2 – Tacos & Mexican Identity**

pages 1-129 of Pilcher, Jeffrey M. *Planet Taco: A Global History of Mexican Food*. New York: Oxford, 2012.

### Module 3 – Tacos & Globalization

pages 130-232 of Pilcher, Jeffrey M. *Planet Taco: A Global History of Mexican Food*. New York: Oxford, 2012.

### Module 4 – Gender & Labor

Read the following articles. They can all be accessed electronically through ASU Libraries.

- Carey Jr., David. "Empowered through Labor and Buttressing Their Communities: Mayan Women and Coastal Migration, 1875-1965." *Hispanic American Historical Review* 86, no. 3 (2006): 501-534.
- Wynne, Lauren A. "'I Hate It:' Tortilla-Making, Class and Women's Tastes in Rural Yucatán, Mexico." *Food, Culture & Society* 18, no. 3 (2015): 379-397.
- Pite, Rebekah. "Entertaining Inequalities: Doña Petrona, Juanita Bordoy, and Domestic Work in Mid-Twentieth-Century Argentina." *Hispanic American Historical Review* 91, no. 1 (2011): 96-128.

### **Module 5 – Politics**

Read the following articles:

- Drinot, Paulo. "Food, Race and Working-Class Identity: *Restaurantes Populares* and Populism in 1930s Peru." *The Americas* 62, no. 2 (2005): 245-270.
- Milanesio, Natalia. "Food Politics and Consumption in Peronist Argentina." *Hispanic American Historical Review* 90, no. 1 (2010): 75-108.

• Frens-String, Joshua. "Communists, Commissars, and Consumers: The Politics of Food on the Chilean Road to Socialism," *Hispanic American Historical Review* 98, no. 3 (2018): 471-501.

### **Module 6 – Commodity Chains**

Read the following readings, with links below.

- Topic, Steven and Mario Samper. "The Latin American Coffee Commodity Chain: Brazil and Costa Rica." In *Latin American Commodity Chains and the Building of the World Economy*, *1500-2000*. Eds. Steven Topik, Carlos Marichal, and Zephyr Frank, 118-146. Durham: Duke University Press, 2006. Topik & Samper\_Coffee-1.pdf
- Bucheli, Marcelo and Ian Read. "Banana Boats and Baby Food: The Banana in U.S. History." In *Latin American Commodity Chains and the Building of the World Economy*, 1500-2000. Eds. Steven Topik, Carlos Marichal, and Zephyr Frank, 204-227. Durham: Duke University Press, 2006.

  Bucheli & Read\_Baby Food.pdf

### **DISCUSSION BOARD INSTRUCTION:**

### **Introductory Week: Discussion - Recipe**

Find a recipe for a Latin American dish. Include the recipe in your post and then write a post about the recipe. In your post, you need to address the following questions: Why did you choose this recipe? What about the recipe distinguishes it as Latin America (or from a specific Latin American country)? What can we learn about the country from the recipe?

Guidelines: Students are expected to demonstrate sustained and meaningful engagement with the prompt. This includes a thoughtful original post, the thorough reading your peers' posts, and responses that deepen or expand understanding of the issues. You need to make your original post by 11:59pm (AZ time) on Friday. Your original post (not including the recipe) should be between 150 and 200 words. You need to post a total of 3 responses to least three of your peers' posts. The responses need to be made at two different times before Sunday at 11:59pm (AZ time). Your responses should be meaningful and thoughtful.

### **Module 1: Discussion - Potato**

- 1. How did the book change what you think about the potato?
- 2. Why is the potato worth studying? What can we learn from the potato?
- 3. What makes the potato different and similar to other food items?
- 4. Choose one of the image used in Earle's book, find it on the web, and discuss its meaning,

Guidelines: Respond to 3 of the 4 questions. Each of your 3 answers in the original post should be 150-200 words and each needs to cite specific evidence (including the page number) from the assigned reading. Ideally, you will use more than one piece of evidence in each of your answers. You need to make your original post by 11:59pm (AZ time) on Thursday. You need to post a total of 3 responses to least three of your peers' posts. The responses need to be made at two different times before Sunday at 11:59pm (AZ time). Each of your responses should advance the discussion, and in doing so, each response should cite specific evidence (including the page number) from the assigned reading. In your replies to other students you can: 1) Expand on or clarify a point made in the answer. 2) Offer an additional argument to support a position taken in an answer. 3) Suggest ways in which an idea could be more clearly expressed. 4) Identify passages where you think the writer misunderstood a concept or applied it incorrectly. 5) Disagree with a point or position made in an answer. If you pose a question, you should also make an attempt to answer it.

Students are expected to demonstrate sustained and meaningful engagement with the prompt. This includes a thoughtful original post, the thorough reading your peers' posts, and responses that deepen or expand understanding of the issues. The Discussion Board is not an informal chat room. Your answers and replies should be thoughtful, considerate, and use college-level language and grammar. Make sure you check your answers for spelling and grammar.

A good answer or response will have the following features:

- All parts of the question are completed answered.
- The ideas reflect critical thinking and insight.
- Use of supporting information is superior. The evidence clearly supports the positions and the evidence is sufficient and specific. The evidence is cited with the page number.
- The content has depth and substance.
- The content avoids triteness and unsupported generalizations. It shows originality.
- The content holds the reader's interest.
- There are virtually no errors in punctuation or spelling, grammar or usage.
- Sentences are smooth and carefully constructed.
- The words chosen are clear, accurate, and precise.
- Vague or ambiguous terms are clearly defined.

### **Module 2: Discussion - Tacos & Mexican Identity**

Choose 3 of the 4 chapters from this week. Do not use the introduction. For each of the three chapters, create a post that answers the following questions.

- 1. What is the chapter about?
- 2. State the author's main argument in your own words.
- 3. Provide specific examples of how the author uses of evidence in support of his argument.
- 4. What do you think about the author's argument above? What information in this chapter makes you think this way about the author's ideas?

### **Module 3: Discussion - 1st Paper Assignment**

Describe your research and preparation process for writing the paper on *Planet Taco*. What have been the challenges, surprises, issues that you have encountered? Describe your process throughout the stages of the paper to date and reflect on what you plan to do moving forward to complete the assignment. Pose any questions you might have for your peers.

### Module 4: Discussion - Gender & Labor

### Questions for the Carey reading:

- 1. How do Carey's findings differ from the findings of other studies about coffee labor in Guatemala? Why are his findings different?
- 2. Describe the different earning power of Mayan women depending on the type of work they did. Explain why their earning potential differed.
- 3. How did women's labor outside of the home impact gender relations and social standing? Explain.

### Questions for the Wynne reading:

- 1. Why do some Yucatec Mayan women resist making tortillas at home?
- 2. Describe how the women who resist making tortillas at home feel about home-made tortillas and explain how they obtain home-made tortillas.
- 3. Describe the Yucatec Mayan values about food. How have they changed or stayed the same over time, and why?

### Questions for the Pite reading:

- 1. Describe the relationship between Doña Petrona and Juanita. What does it tell us about Argentina?
- 2. What was Doña Petrona's importance to Argentina? Who embraced her and who did not? What do we learn about Argentina from studying her?
- 3. How did perceptions about the role of women change in Argentina between the 1950s and the 1960s? How was the change reflected by Doña Petrona?

Guidelines: Answer one question for each reading...You need to post a total of 3 responses to least three of your peers' posts. All of your responses should address questions not answered in your original post....

### **Module 5: Discussion - Politics**

### Questions for the Drinot reading:

- 1. How were the *restaurantes populares* a response to race in Peru?
- 2. How were the *restaurantes populares* an effort to civilize Peruvians?
- 3. How were the *restaruantes populares* a project to reinforce the power of the state?

### Questions for the Milanesio reading:

- 1. How and why did Perón change his rhetoric about beef?
- 2. How did talk about food reflect ideas of prosperity and well-being?
- 3. How did conversations about food reflect ideas of Argentine nationalism?

### Questions for the Fens-String reading:

- 1. Describe the UP's food policies. Why were food policies and important part of the UP's governing policies? What did the UP hope to achieve?
- 2. Describe the UP's food policies. Who opposed the UP's food policies and why?
- 3. What were the JAP's role in Chile's food policies? How did they support and weaken the UP?

Guidelines: Answer all three question for one reading...You need to post a total of 3 responses...The responses need to address the other two readings and not the reading that you addressed in your original post...

### **Module 6: Discussion - Commodity Chains**

Guidelines: Explain the meaning of the term "commodity chain" in one sentence and then explain how this concept provides greater meaning for coffee and bananas using specific evidence from both readings (including the page numbers). Your original post should be between 250 and 350 words and It needs to be completed by 11:59pm (AZ time) on Thursday. You need to post a total of 3 responses to least three of your peers' posts...

### **ASSIGNMENTS**

### **New World Food**

In *Potato*, Rebecca Earle explores the meaning and importance of the potato across time and around the world. Choose a different food item that originated in Latin America. Research that food item and prepare 3-5 informative slides about its meanings and importance. An additional page should list your sources. Your slides should include both visuals and text.

A good assignment will have the following features:

- Content includes information that shows that the student conducted basic research about the food item and did not rely exclusively on general knowledge.
- The text is concise and not excessively wordy.
- Images are appropriate and add visual interest.
- The content holds the reader's interest.
- There are virtually no errors in punctuation or spelling, grammar or usage.
- Sentences are smooth and carefully constructed.
- The words chosen are clear, accurate, and precise.

Vague or ambiguous terms are clearly defined.

### Essay prompt for Planet Taco: A Global History of Mexican Food

Important Dates & Instructions:

- 8:00 AM 2:00 PM, Thursday, November 7: Professor Sarreal available for 30-minute writing appointments either face-to-face (FAB N263 ASU-West Campus) or Online (Zoom). For best results, please bring your thesis statement to the meeting.
- 11:59 PM, Sunday, November 10: Submit the final paper through Canvas.

Essay Prompt: In *Planet Taco: A Global History of Mexican Food*, Jeffrey Pilcher explores various factors that influenced Mexican food in Mexico, the United States, and elsewhere. For this essay, choose the **one factor** that you think was most influential. Some factors might include: nationalism, culture, racism, nostalgia, economics, migration, geography, politics, technology. Make a concise argument about how this single factor has shaped Mexican food. In constructing your argument (and in writing your paper), be sure to use evidence from throughout the book (not just from one or two chapters). Keep in mind, there is no single answer to this essay prompt; there are many different approaches you could take.

Your essay will be graded based on the "Evaluation of Writing.docx" rubric that is used for all writing assignments. "Paper Grade Rubric A to E paper.doc" lists the components of A, B, C, D, and E papers. Both documents are included with this assignment. Advice about paper writing and how to structure your paper can be found on Canvas under "Writing Tips." I am available for 30-minute writing appointments either face-to-face (FAB N263 ASU-West Campus) or Online (Zoom).

Your essay will be judged on the sophistication of your argument. In other words, to what degree does your paper show a deep understanding of information discussed in *Planet Taco?* Your essay will also be judged on the clarity of writing, quality of your evidence, and analysis. Remember, I want to see a sophisticated, focused argument with lots of evidence and analysis. Thus, I would rather see you sacrifice breadth rather than depth. Your essay should not be a summary of the book.

The paper should not simply be a list of evidence nor should it only be your musings about the topic. Rather, it should balance both evidence and analysis. You need to concisely state your evidence and fully analyze it and fully explain how it proves your point. A good rule of thumb is that each paragraph in the body of the essay should have between 2 to 3 separate pieces of evidence (examples) that you cite with page numbers from the assigned reading.

Remember, the thesis statement should answer the essay prompt and be a roadmap for the rest of the essay. Each topic sentence should summarize its paragraph and directly connect back to the thesis statement.

Make sure to organize your essay in a coherent manner. I recommend doing a reverse outline or having someone read your paper to see if the way that you organized your essay makes sense.

For citations, use the footnote function and follow the Chicago Manual of Style guidelines. <a href="http://www.chicagomanualofstyle.org/tools\_citationguide.html">http://www.chicagomanualofstyle.org/tools\_citationguide.html</a>. For example, the first footnote citation should be the full reference: Jeffrey M. Pilcher, *Planet Taco: A Global History of Mexican Food* (Oxford: Oxford University Press, 2012), page #. Each subsequent footnote should be the shortened reference: Pilcher, *Planet Taco*, page #.

Your essay should be approximately 6 pages in length. The paper should be double-spaced with 12-point Times font and 1-inch margins. It must show your own thoughts, demonstrate that you understand the reading, and be well written. Assume that the reader of the paper is a classmate. Your conclusion should not simply restate or summarize your argument. Instead, your conclusion should attempt to explain the significance, the broader meaning, or a contextualization of the argument made in your paper.

Academic honesty is of utmost importance. Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. All information – examples, evidence, ideas, or quotations – found in the assigned book or elsewhere must be cited. You must cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. You need to cite material in footnote form following the Chicago Manual of Style. Any instance of cheating, plagiarizing, or otherwise presenting someone else's work as your own will result in a failure of this course with a grade of XE and a report to the Dean of Students. Suspected use of undocumented material or cheat-shop papers will be subjected to language analysis and external review to determine authorship. Blatant inconsistency between prior work and the work in question will result in failure of the assignment. Please seek clarification if you are uncertain about what is and is not considered plagiarism. For guidelines about footnote citations following the Chicago Manual of Style format, see http://www.chicagomanualofstyle.org/tools citationguide.html

### **Essay prompt for comparative essay**

Important Dates & Instructions:

• 11:59 PM, Friday, December 6: Submit the final paper through Canvas.

Essay Prompt: Compare and contrast how two readings from the gender & labor or politics modules contribute to our understanding of any particular subject. When selecting a subject for this paper, be sure to choose a topic that is focused enough that you can delve deeply into it and fully develop the comparisons and contrasts within the page limit of this essay. If your subject is too broad, your argument will not show the sophistication of your analysis. Keep in mind, there is no single answer to this essay prompt; there are many different approaches you could take.

Your essay will be graded based on the "Evaluation of Writing.docx" rubric that is used for all writing assignments. "Paper Grade Rubric A to E paper.doc" lists the components of A, B, C, D, and E papers. Both documents are included with this assignment. Advice about paper writing and how to structure your paper can be found on Canvas under "Writing Tips."

Your essay will be judged on the sophistication of your argument. In other words, to what degree does your paper show a deep understanding of information discussed in the assigned articles? Your essay will also be judged on the clarity of writing, quality of your evidence, and analysis. Remember, I want to see a sophisticated, focused argument with lots of evidence and analysis. Thus, I would rather see you sacrifice breadth rather than depth. Your essay should not be a summary of the book.

The paper should not simply be a list of evidence nor should it only be your musings about the topic. Rather, it should balance both evidence and analysis. You need to concisely state your evidence and fully analyze it and fully explain how it proves your point. A good rule of thumb is that each paragraph in the body of the essay should have between 2 to 3 separate pieces of evidence (examples) that you cite with page numbers from the assigned reading.

Remember, the thesis statement should answer the essay prompt and be a roadmap for the rest of the essay. Each topic sentence should summarize its paragraph and directly connect back to the thesis statement.

Make sure to organize your essay in a coherent manner. I recommend doing a reverse outline or having someone read your paper to see if the way that you organized your essay makes sense.

For citations, use the footnote function and follow the Chicago Manual of Style guidelines. <a href="http://www.chicagomanualofstyle.org/tools\_citationguide.html">http://www.chicagomanualofstyle.org/tools\_citationguide.html</a> . For example, the first footnote citation should be the full reference: first name surname, "title of the article," title of the journal volume number, issue number (year), page #. Each subsequent footnote should be the shortened reference: Surname, "shortened title of the article," page #.

Your essay should be approximately 6 pages in length. The paper should be double-spaced with 12-point Times font and 1-inch margins. It must show your own thoughts, demonstrate that you understand the reading, and be well written. Assume that the reader of the paper is a classmate. Your conclusion should not simply restate or summarize your argument. Instead, your conclusion should attempt to explain the significance, the broader meaning, or a contextualization of the argument made in your paper.

Academic honesty is of utmost importance. Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. All information – examples, evidence, ideas, or quotations – found in the assigned book or elsewhere must be cited. You must cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. You need to cite material in footnote form following the Chicago Manual of Style. Any instance of cheating, plagiarizing, or otherwise presenting someone else's work as your own will result in a failure of this course with a grade of XE and a report to the Dean of Students. Suspected use of undocumented material or cheat-shop papers will be subjected to language analysis and external review to determine authorship. Blatant inconsistency between prior work and the work in question will result in failure of the assignment. Please seek clarification if you are uncertain about what is and is not considered

plagiarism. For guidelines about footnote citations following the Chicago Manual of Style format, see http://www.chicagomanualofstyle.org/tools\_citationguide.html

### Field Trip Assignment

Important Dates & Instructions:

• 11:59 PM, Wednesday, December 4: Submit the field trip assignment through Canvas.

Eat a meal at a restaurant that claims to have Latin American origins. In the Phoenix metro area, you can find pan-Latin American, Caribbean, Mexican, Peruvian, Salvadoran, Columbian, Cuban, Brazilian, Argentine, and Venezuelan restaurants.

Interview least one employee, the owner, or a patron at the restaurant.

Reflect about how the restaurant fits with what you read in *Planet Taco*: A Global History of Mexican Food.

Take some photos.

Make observations such as:

- Listen:
  - O What language(s) do the employees speak?
  - O What language(s) do the patrons speak?
  - O Is there music? If so, what type of music?
  - o Is there television? If so, what is playing and in what language?
- Look
  - O Décor What about it is Latin American? What about it is American?
  - O Who are the employees?
  - O Who are the patrons?
  - o Menu What about it is Latin American? What about it is American?
  - O How much does everything cost?
  - O What are the hours of operation?
  - O Who do you think the target population is?
- Taste
  - O What are the ingredients and what are their origins?
  - What aspects of the food are Latin American? What aspects about the food are American?
  - O Why do you think people patronize the restaurant?

Outcome: 3-5 slides discussing your findings and how they fit with *Planet Taco: A Global History of Mexican Food.* Your submission should include the following:

- 1-2 images per slide, focusing on photos from your visit to the restaurant (no Internet photos).
- Citations (with page numbers) from Planet Taco: A Global History of Mexican Food.
- Basic details name of the restaurant, location, date you visited, etc.

OBJECTLESSONS



Potato REBECCA EARLE

B L O O M S B U R Y

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"From its Andean home, the potato went almost everywhere in the world and thinking about the potato went almost everywhere in the culture. Rebecca Earle elegantly follows the potato's travels through political economy, statecraft, nutritional science, gastronomy, religion, and literature. This is a marvellous historical mash-up of a food which did much to make modernity."

STEVEN SHAPIN, HARVARD UNIVERSITY, AUTHOR OF THE SCIENTIFIC REVOLUTION (SECOND EDITION, 2018) AND A SOCIAL HISTORY OF TRUTH (1994)

# BLANET--AGLOBAL HSTORYOF JEFFREY M. PILCHER



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What is authentic Mexican food? Surveys show that Mexican is one of the top three ethnic foods in the United States, along with Chinese and Italian. But just as chop suey and pepperoni pizza are not typical of the foods of China and Italy, few people in Mexico actually eat the burritos (made with wheat flour tortillas) and taco shells (prefried corn tortillas) that often pass for Mexican cooking in the United States. Although there are growing numbers of cookbooks and websites, celebrity chefs and migrant restaurants all claiming to offer "authentic" Mexican, as opposed to Americanized food, when traveling across the country—or around the world—burritos and taco shells still predominate.

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The global presence of Americanized tacos has provoked outrage from many Mexicans, who take patriotic pride in their national cuisine. But beyond a common distaste for "gloopy" North American versions, there is surprisingly little consensus about what is properly Mexican, even in Mexico. Every region and virtually every town has its own distinct specialties, which are regarded with deep affection by residents. Indeed, the first attempt to write a national history of Mexican food, Salvador Novo's Cocina mexicana, o historia gastronomica de la Ciudad de México (Mexican Cuisine, or Gastronomic History of the City of Mexico, 1967), asserted boldly that the foods of the capital constituted the national cuisine. Mexican diets vary widely by ethnic group and social class well as by region, and more critical histories, including one of my own,

have shown how the national cuisine has been used for ideological purposes. Nineteenth-century cookbooks sought to establish cultural boundaries of citizenship by excluding dishes that were not considered respectable, particularly indigenous foods made of maize. In the twentieth century, the national cuisine has been politicized through inclusion as well as exclusion. The Yucatán, for example, has been a culturally distinctive region since the days of rival Maya and Aztec empires. Its foods were virtually invisible in nineteenth-century Mexican cookbooks, but they have recently been subsumed within the national cuisine, despite the resistance of Yucatecans who reject the label "Mexican."

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Contemporary national boundaries do not provide any better guide to authenticity than do lines of region, ethnicity, or class. Cuisines grow organically from the local climate and soil and from global movements of trade and migration. By contrast, national borders are fixed artificially at a particular place and time, often through war and diplomacy. When the United States invaded Mexico in 1846 and imposed the Treaty of Guadalupe Hidalgo, it annexed South Texas without regard for its Mexican population and history. Although the Lower Rio Grande is at the center of a common agricultural region and local cuisine, it divides two nations. A dish served on the south bank of the river is the national cuisine; on the north bank, it is ethnic food. For families on both sides, it is simply home cooking.

The search for authentic Mexican food—or rather, the struggle to define what that means—has been going on for two hundred years, and some of the most important sites of contention have been outside of Mexico. Notions of authenticity have been contested through interactions between insiders and outsiders, they have changed over time, and they have contributed to broader power relations. The very idea of Mexico was first conceived by Creoles, people of European descent who were born in the Americas and who imagined a shared past with Aztec monarchs in order to claim political autonomy within the Spanish empire. Nevertheless, the Creoles scorned native foods made of corn, as well as the lower-class people who ate them. When independence came in the nineteenth century, attempts to forge a national cuisine were split between nostalgia for Creole traditions and the allure of European fashions. Foods considered to be Indian were largely ignored, along with yet another variant of Mexican cooking that emerged in the northern territories conquered by Yankee invaders. With the U.S. rise to global power in the twentieth century, this Tex-Mex cooking was industrialized and carried around the world. Mexican elites, confronted with the potential loss of their culinary identity

to this powerful neighbor, then sought to ground their national cuisine in the pre-Hispanic past. This book tells the story of how a particular idea of authentic Mexican food was invented in the global marketplace by promoters of culinary tourism in order to compete against industrial foods from the United States.

The struggle between industrialized Tex-Mex foods and Mexican peasant cuisines is one front in the much larger battle between globalization and national sovereignty. It is all the more bitter because Mexico's national rival, the United States, embodies the forces of globalization. But an exclusive focus on this national rivalry ignores important chapters in the history of Mexican food, notably the food-processing corporations of Mexico and the home cooking of Mexican Americans. Moreover, an interpretation equating nations with foods, particularly the foods of marginalized groups—the United States and Mexican Americans on the one hand, Mexico and peasants on the other—obscures social inequality and racial discrimination in both countries. *Planet Taco* offers instead a global history that reveals these power relations and recognizes not a single "authentic" cuisine but rather multiple variations of Mexican food.

"Pilcher's proper emphasis on regional cuisines enables him to rescue the Tex-Mex taco from those elite Mexicans . . . who reject it as a commercial invention: in fact, Tex-Mex cooking evolved organically in the border region, combining North American ingredients with Mexican sensibilities. Viewing food as a force of history, Pilcher imagines that 'the thin edge of a taco may one day help bring down the militarized border."

-RICHARD FEINBERG, Foreign Affairs

"A browser might take Planet Taco for another 'follow that food' tale....

Yet this book is far more ambitious.... Pilcher... uses the lowly taco as an emblem of both the complex origins of Mexican food, and its eventual global expansion.... All of these delicious bits and pieces are held together by a narrative sweep that emphasizes mixture, controversy, constant class struggle, and the global forces of colonialism and capitalism."

—RICHARD WILK, Times Literary Supplement

"A magisterial history of cuisine in greater Mexico. . . . Planet Taco will be widely read, and deservedly so, because it complicates seemingly familiar historical categories—nation, ethnicity, and culture, among others—through a culinary idiom that his readers already think they understand."

—CHRISTOPHER R. BOYER, Hispanic American Historical Review

"A pleasure to read ... Planet Taco ... celebrates Mexican cuisine as an exemplar of global food culture today—a complex product of historical contingency, the search for meaning, and economic constraints. The unique history of Mexican food reminds us that these elements shape our lives in profound ways wherever we live—and whether we take our chili red or green."—KRISTEN GREMILLION, New Global Studies

"This book reveals that the struggle for Mexican culinary authenticity is not merely one between American transnational food corporations and Mexicans, but has taken place for over two centuries in many arenas."—AIRÍN D. MARTÍNEZ, Food, Culture & Society

JEFFREY M. PILCHER is Professor of History at the University of Toronto. He is the author of Que vivan los tamales!: Food and the Making of Mexican Identity; The Sausage Rebellion: Public Health, Private Enterprise, and Meat in Mexico City; and Food in World History. He is the editor of the Oxford Handbook of Food History (OUP, 2012) and the journal Global Food History.

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