GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course Information:
Copy and paste current course information from Class Search/Course Catalog.

College/School: New College of Interdisciplinary Arts and Sciences
Department/School: School of Humanities, Arts and Cultural Studies
Prefix: HST
Number: 305
Title: Studies in Latin American History
Topic: Food
Units: 3

Course description: Specialized topics in Latin American history. Explores countries, cultures, and issues in history, and their interpretation in historical scholarship.

Is this a cross-listed course? No
If yes, please identify course(s):

Is this a shared course? Yes
If yes, list all academic units offering this course:
The College of Liberal Arts and Sciences, School of Historical, Philosophical & Religious Studies

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? Yes
If yes, each topic requires an individual submission, separate from other topics.

Requested designation: Social-Behavioral Sciences–SB
Mandatory Review: Yes

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses must have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:
For Fall 2020 Effective Date: October 10, 2019
For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:
Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:
☒ Signed course proposal cover form
☒ Criteria checklist for General Studies designation being requested
☒ Course catalog description
☒ Sample syllabus for the course
☒ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:
Name: Julia Sarreal
E-mail: julia.sarreal@asu.edu
Phone: 602-543-6328

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Louis G. Mendoza
Date: 1/31/2020
Chair/Director (Signature): [Signature]
Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[SB] CRITERIA

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>—</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction. Syllabus; discussion posts; assignments; readings.</td>
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</tbody>
</table>
| X   | —  | 2. Course content emphasizes the study of social behavior such as that found in:  
- ANTHROPOLOGY  
- ECONOMICS  
- CULTURAL GEOGRAPHY  
- HISTORY  
Syllabus; discussion posts; assignments; readings. |
| X   | (b) | 3. Course emphasizes:  
a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).  
OR  
b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).  
Syllabus; discussion posts; assignments; readings. |
| X   | —  | 4. Course illustrates use of social and behavioral science perspectives and data. Syllabus; discussion posts; assignments; readings. |

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily arts, humanities, literary or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>General Studies Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST</td>
<td>305</td>
<td>Studies in Latin American History Topic: Food</td>
<td>SB</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course is designed to advance basic understanding and knowledge about human interactions.</td>
<td>The course focuses on food. It addresses how the production and consumption of food, along with perceptions about food, entail human interactions.</td>
<td>See text in syllabus; readings; &amp; 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. The reading by Pilcher about Mexican food focuses on how human interaction shaped perceptions about Mexican food over time.</td>
</tr>
<tr>
<td>2. Course content emphasizes the study of social behavior such as that found in History.</td>
<td>The course is a history course about food. Thus, the course explores how culture, politics, labor, have evolved over time as pertaining to food. Eating food is often a very social activity.</td>
<td>See text in syllabus; readings; &amp; discussion posts (highlighted in yellow).</td>
</tr>
<tr>
<td>3b. Course emphasizes the distinct methods of inquiry of the social and behavioral sciences (e.g. historical analysis).</td>
<td>All of the readings involve interdisciplinary historical analysis. The assignments are also shaped around historical analysis.</td>
<td>See text in syllabus; readings; &amp; discussion posts (highlighted in yellow).</td>
</tr>
<tr>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
<td>The learning materials include a diverse area of perspectives and data - scholarly readings, but also recipes, a field trip to a Latin American restaurant, and videos related to the different modules.</td>
<td>See text in syllabus; readings; discussion posts; and assignments (highlighted in yellow).</td>
</tr>
</tbody>
</table>
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.
3. 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.


Various articles/book chapters listed in Modules.

Course Access

Your ASU courses can be accessed by both my.asu.edu (http://my.asu.edu) and asu.instructure.com (http://asu.instructure.com); 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:

- 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 (Microsoft 365 is free (https://myapps.asu.edu/app/microsoft-office-2016-home-usage) 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:

<table>
<thead>
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<th>Grade</th>
<th>Percentage</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100% - 97.5%</td>
<td>975 - 1,000</td>
</tr>
<tr>
<td>A</td>
<td>&lt;97.49-94.5%</td>
<td>945 - 974</td>
</tr>
<tr>
<td>A-</td>
<td>&lt;94.49-90%</td>
<td>944 - 900</td>
</tr>
<tr>
<td>B+</td>
<td>&lt;89.99-87.5%</td>
<td>899 - 875</td>
</tr>
<tr>
<td>B</td>
<td>&lt;87.49-83.5%</td>
<td>874 - 835</td>
</tr>
<tr>
<td>B-</td>
<td>&lt;83.49-80%</td>
<td>834 - 800</td>
</tr>
<tr>
<td>C+</td>
<td>&lt;79.99-77.5%</td>
<td>799 - 775</td>
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<tr>
<td>C</td>
<td>&lt;77.49-70%</td>
<td>774 - 700</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69.99-60%</td>
<td>699 - 600</td>
</tr>
<tr>
<td>E</td>
<td>&lt;60%</td>
<td>0 - 599</td>
</tr>
</tbody>
</table>

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 Time Converter (http://www.thetimezoneconverter.com/) 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 accommodation for religious practices ([http://www.asu.edu/aad/manuals/acd/acd304-04.html](http://www.asu.edu/aad/manuals/acd/acd304-04.html)), or to accommodate a missed assignment due to University-sanctioned activities ([http://www.asu.edu/aad/manuals/acd/acd304-02.html](http://www.asu.edu/aad/manuals/acd/acd304-02.html)).

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**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 [official means of communication](http://www.asu.edu/aad/manuals/ssm/ssm107-03.html) 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](https://canvas.asu.edu/courses/47662/assignments/syllabus) 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.

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**Accessibility Statements**
Students requesting accommodation for a disability must be registered with the Disability Resource Center (DRC) 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. Policy on sexual discrimination. ASU Counseling Services 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:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due by</th>
</tr>
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<tbody>
<tr>
<td>Sun Mar 15, 2020</td>
<td>Introductory Week: Discussion - Recipe</td>
<td>11:59pm</td>
</tr>
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<td></td>
<td><a href="https://canvas.asu.edu/courses/47662/assignments/1106123">https://canvas.asu.edu/courses/47662/assignments/1106123</a></td>
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<tr>
<td></td>
<td>Introductory Week: Discussion - Video</td>
<td>11:59pm</td>
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<tr>
<td>Sun Mar 22, 2020</td>
<td>Module 1: Assignment - New World Food</td>
<td>11:59pm</td>
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<tr>
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<td><a href="https://canvas.asu.edu/courses/47662/assignments/1106132">https://canvas.asu.edu/courses/47662/assignments/1106132</a></td>
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<tr>
<td></td>
<td>Module 1: Discussion - Potato</td>
<td>11:59pm</td>
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<td><a href="https://canvas.asu.edu/courses/47662/assignments/1106122">https://canvas.asu.edu/courses/47662/assignments/1106122</a></td>
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<tr>
<td>Sun Mar 29, 2020</td>
<td>Module 2: Discussion - Tacos &amp; Mexican Identity</td>
<td>11:59pm</td>
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<td><a href="https://canvas.asu.edu/courses/47662/assignments/1106126">https://canvas.asu.edu/courses/47662/assignments/1106126</a></td>
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<tr>
<td>Sun Apr 5, 2020</td>
<td>Module 3: Discussion - 1st Paper Assignment</td>
<td>11:59pm</td>
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<td><a href="https://canvas.asu.edu/courses/47662/assignments/1106125">https://canvas.asu.edu/courses/47662/assignments/1106125</a></td>
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<tr>
<td></td>
<td>Module 3: Writing Assignment - Planet Taco</td>
<td>11:59pm</td>
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<td></td>
<td><a href="https://canvas.asu.edu/courses/47662/assignments/1106134">https://canvas.asu.edu/courses/47662/assignments/1106134</a></td>
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<tr>
<td>Sun Apr 12, 2020</td>
<td>Module 4: Discussion - Gender &amp; Labor</td>
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<td>Sun Apr 19, 2020</td>
<td><strong>Module 5: Discussion - Politics</strong> (<a href="https://canvas.asu.edu/courses/47662/assignments/1106130">https://canvas.asu.edu/courses/47662/assignments/1106130</a>) due by 11:59pm</td>
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<tr>
<td>Sun Apr 26, 2020</td>
<td><strong>Module 6: Discussion - Commodity Chains</strong> (<a href="https://canvas.asu.edu/courses/47662/assignments/1106131">https://canvas.asu.edu/courses/47662/assignments/1106131</a>) due by 11:59pm</td>
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<tr>
<td>Wed Apr 29, 2020</td>
<td><strong>Module 7: Field Trip</strong> (<a href="https://canvas.asu.edu/courses/47662/assignments/1106135">https://canvas.asu.edu/courses/47662/assignments/1106135</a>) due by 11:59pm</td>
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<tr>
<td>Fri May 1, 2020</td>
<td><strong>Module 7: Writing Assignment - Final Paper</strong> (<a href="https://canvas.asu.edu/courses/47662/assignments/1106136">https://canvas.asu.edu/courses/47662/assignments/1106136</a>) due by 11:59pm</td>
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**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**


**Module 2 – Tacos & Mexican Identity**


**Module 3 – Tacos & Globalization**


**Module 4 – Gender & Labor**

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


**Module 5 – Politics**

Read the following articles:


**Module 6 – Commodity Chains**

Read the following readings, with links below.


**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,
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 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 at 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 *restaurantes 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 an 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 at 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, and 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.

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](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. http://www.chicagomanualofstyle.org/tools_citationguide.html. 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
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?
  o 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.
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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.”

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.

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 gastronómica 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.¹ Mexican diets vary widely by ethnic group and social class as 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.”

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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