

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	Units: 3
		Topic: Food	

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 so, 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: Global Awareness–G

Mandatory Review: No

*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): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

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

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
X	—	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus; discussion posts; assignments; readings.
		2. The course must match at least one of the following descriptions: (check all which may apply):	
X	—	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Syllabus; discussion posts; assignments; readings.
—	X	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
—	X	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
—	X	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

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Course Prefix	Number	Title	Designation
HST	305	Studies in Latin American History - Topic: Food	Global Awareness (G)

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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside of the U.S.	The course studies Latin American food and cuisine.	All of the modules deal with Latin American food and cuisine and what they can teach us about Latin American culture, identity, social structure, politics, gender, labor, etc. Module 1 uses the potato to explore the meanings of common foodstuffs that originated in the Americas. Module 2 explores how food influences the formation of national identity (in this case, Mexico). Module 3 explores the globalization of Mexican food. Module 4 looks at labor, gender, and social relations in food production. Module 5 looks at how food is used as a political tool to shape the nation, address economic problems, and influence political outcomes. Module 6 uses commodity chains to trace the stages that food items go through to get from farms and factories to our stomachs. The readings focus on the 20 th century and lead to an understanding of what we can learn about Latin America today based on its food and cuisine. The assignments include papers about the readings, but also the discussion of a recipe and a foodstuff from the Americas, in addition to a field trip to a Latin American restaurant.

<p>2a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture must be non-U.S. and the study must contribute to an understanding of the contemporary world.</p>	<p>The course studies Latin American food and cuisine. Readings specifically address Mexico, Peru, Argentina, Guatemala, Chile, Brazil, Costa Rica, and Central America.</p>	<p>All of the modules deal with Latin American food and cuisine and what they can teach us about Latin America. Module 1 focuses on the potato, originally from the Andes. Module 2 and 3 focus on Mexican food, but also in a global context. Module 4 focuses on Mexico, Guatemala and Argentina. Module 5 focuses on Peru, Argentina, and Chile. Module 6 focuses on Brazil, Costa Rica and Central America. Together, all of the readings, along with the recipe-analysis and field trip to a Latin American restaurant, lead to a deeper understanding of Latin American food and cuisine. Students learn about gender stereotypes, social and racial hierarchies, culture, identity, and labor relations that exist in contemporary Latin America</p>

Course Syllabus

[Jump to Today](#)[Edit](#)

To print: MAC users press "⌘" + "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.
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.

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 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:

- Web browsers ([Chrome \(https://www.google.com/chrome\)](https://www.google.com/chrome), [Mozilla Firefox \(http://www.mozilla.org/en-US/firefox/new/\)](http://www.mozilla.org/en-US/firefox/new/), or [Safari \(http://www.apple.com/safari/\)](http://www.apple.com/safari/))
- [Adobe Acrobat Reader \(http://get.adobe.com/reader/\)](http://get.adobe.com/reader/) (free)
- [Adobe Flash Player \(http://get.adobe.com/flashplayer/\)](http://get.adobe.com/flashplayer/) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free \(https://myapps.asu.edu/app/microsoft-office-2016-home-usage\)](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:

Grade	Percentage	Points Range
A+	100% - 97.5%	975 - 1,000
A	<97.49-94.5%	945 - 974
A-	<94.49-90%	944- 900
B+	<89.99-87.5%	899 - 875
B	<87.49-83.5%	874 - 835
B-	<83.49-80%	834 - 800
C+	<79.99-77.5%	799 - 775
C	<77.49-70%	774 - 700
D	<69.99-60%	699 - 600
E	<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 [Time Converter](http://www.thetimezoneconverter.com/) (<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).

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 \(http://www.asu.edu/aad/manuals/ssm/ssm107-03.html\)](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** 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 \(https://provost.asu.edu/academic-integrity\)](https://provost.asu.edu/academic-integrity) for more information.

Accessibility Statements

Students requesting accommodation for a disability must be registered with the [Disability Resource Center \(DRC\)](https://eoss.asu.edu/drc/services) ([http://eoss.asu.edu/drc/services](https://eoss.asu.edu/drc/services)) 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). (<https://www.asu.edu/aad/manuals/ssm/ssm104-02.html>)









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






[ASU Counseling Services](https://eoss.asu.edu/counseling) (<https://eoss.asu.edu/counseling>) 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
	 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
	 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
	 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.
- Milanese, 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 at 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 of 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 completely 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 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 *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 questions 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, 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. http://www.chicagomanualofstyle.org/tools_citationguide.html . 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. 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

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.

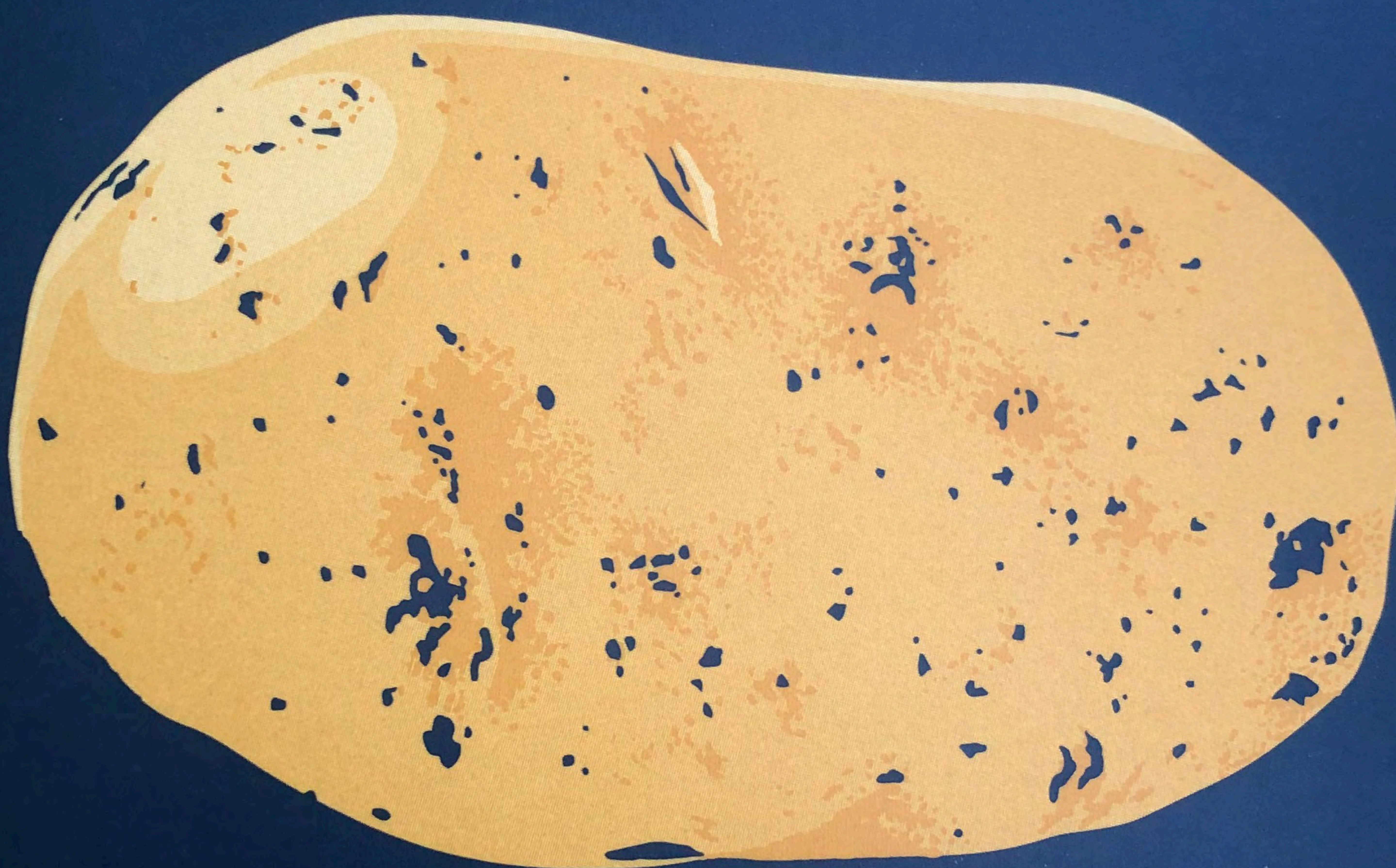
Make observations such as:

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

OBJECT LESSONS



potato
REBECCA EARLE

BLOOMSBURY

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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)**

PLANET TACO

A GLOBAL HISTORY OF MEXICAN FOOD

JEFFREY M. PILCHER



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PREFACE

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,

PREFACE

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.² 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."³

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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