

**Dr. Carole Counihan**

ANTH 458/LATS 488/SOCY 448

Office: Susquehanna 200

email: carole.counihan@millersville.edu

phone 872-3575, fax 872-3942

**Fall 2007**

Senior Seminar: Latino Food and Culture

Office Hours: Tu 11-12, 1:30-2:30

Th 11-12, 1:30-2:30

F 11-12 and by appt

Senior Seminar: Latino Food and Culture

The course

ANTH 458/LATS 488/SOCY448 - "Senior Seminar: Latino Food and Culture" is open to all anthropology and sociology majors and minors and Latino Studies minors, and other students with permission of the instructor. It is a research seminar and colloquium on the experience of Latinos in the United States as mediated and expressed through foodways: the beliefs and behaviors surrounding food production, preparation, distribution and consumption. Students will read a common body of literature and conduct their own major individual or group research project on some aspect of Latino food and culture. Students will work on their own projects all semester long and share their growing expertise with the class.

Course goals

1. Students will learn about the diverse experiences of Latinas and Latinos in the United States.
2. Students will learn diverse social science approaches to food studies and cultural analysis.
3. Students will construct, carry out, and write up a major individual or group project as a capstone to their education in anthropology, sociology, and/or Latino Studies.
4. Students will improve their writing, oral communication, and critical thinking.

Required Readings: **Bring required readings to class every day**

**Books:**

Abarca, Meredith. 2006. *Voices in the Kitchen: Views of Food and the World from Mexican and Mexican American Working-Class Women*. College Station: Texas A&M UP.

**Handouts:**

Marte, Lidia. 2007. Mapping the Plate. *Slow: The Magazine of the International Slow Food Movement*, 56: 72-79. [http://editore.slowfood.it/editore/riviste/slow/EN/56/slow56\\_13.pdf](http://editore.slowfood.it/editore/riviste/slow/EN/56/slow56_13.pdf)  
ReVista (Harvard Review of Latin America, published by the David Rockefeller Center for Latin American Studies at Harvard University), special issue on Food in the Americas: *Food Culture and Nutrition*, Spring 2001.

**Course Pack:**

Blend, Benay. 2001a. "I am the Act of Kneading": Food and the making of Chicana Identity." In Sherrie A. Inness, ed., *Cooking Lessons: The Politics of Gender and Food*. New York: Rowman and Littlefield, pp. 41-61.

Counihan, Carole. 2005a. Food, Feelings and Film: Women's Power in *Like Water for Chocolate*. *Food, Culture, and Society* 8, 2: 201-214.

Counihan, Carole. 2005b. "Food as Border, Barrier and Bridge in the San Luis Valley of Colorado." In Arlene Voski Avakian, and Barbara Haber, eds. *From Betty Crocker to Feminist Food Studies: Critical Perspectives on Women and Food*. Amherst: U of Massachusetts Press, pp. 200-217.

Ehrhardt, Julia C. 2006. Towards Queering Food Studies: Foodways, Heteronormativity, and Hungry Women in Chicana Lesbian Writing. *Food and Foodways* 14, 2, 91-109.

- Ferrero, Sylvia. 2002. *Comida sin par*. Consumption of Mexican Food in Los Angeles: "Foodscapes in a Transnational Consumer Society. In Warren Belasco and Philip Scranton, eds. *Food Nations: Selling Taste in Consumer Societies*. New York: Routledge, pp. 194-219.
- Knauer, Lisa Maya. 2001. Eating in Cuban. In *Mambo Montage: The Latinization of New York*. Eds. Agustín Laó-Montes and Arlene Dávila. New York: Columbia University Press, pp. 425-447.
- López-Rodríguez, Miriam. 2004. Cooking Mexicanness: Shaping National Identity in Alfonso Arau's *Como agua para chocolate*. In *Reel Food: Essays on Food and Film*, ed. Anne L. Bower. NY: Routledge, pp. 61-73.
- Mintz, Sidney W. 1996. Tasting Food, Tasting Freedom. From *Tasting Food, Tasting Freedom: Excursions into Eating, Culture and the Past*. Boston: Beacon Press, pp. 33-49.
- Pilcher, Jeffrey. 2002. Industrial Tortillas and Folkloric Pepsi: The Nutritional Consequences of Hybrid Cuisines in Mexico. In Warren Belasco and Philip Scranton, eds. *Food Nations: Selling Taste in Consumer Societies*. New York: Routledge, pp. 222-239.
- Williams, Brett. 1985. Why Migrant Women Feed Their Husbands Tamales: Foodways as a Basis for a Revisionist View of Tejano Family Life. In *Ethnic and Regional Foodways in the Untied States*. Eds. Linda Keller Bown and Kay Mussell. Knoxville: University of Tennessee Press, pp. 113-126.
- Zavella, Patricia. 2002. "Engendering Transnationalism in Food Processing: Peripheral Vision on Both Sides of the U.S.-Mexican Border." *Transnational Latina/o Communities: Politics, Processes, and Cultures*. Eds. C. G. Vélez-Ibañez, and Anna Sampaio. Lanham, MD: Rowman and Littlefield, pp. 225-45.

### Requirements

1. **Class attendance** (25 points). This course is a capstone seminar where students are expected to share their knowledge, questions, and perspectives with the class in a community of learners. Attendance is important and students must bring the assigned readings to each class. Students will get 1 point for each class attended and 1 extra credit point for each class attended over 25.
2. **Four reading annotations** (5 points each, 20 points total). You must show evidence of reading and digesting the assigned material by annotating/highlighting/underlining the readings, and/or by taking notes. On four dates (9/13, 10/11, 10/23, 11/6) students will do a book annotation exercise in class. Failure to be in class or to have book or notes will result in a zero.
3. **Dr. Meredith Abarca class visit** (5 points). Dr. Abarca will visit our class on Thursday, September 27 to have a question and answer session on her book. Your assignment is to prepare two questions for her based on reading her book. Bring the questions to class and be prepared to ask them. Take notes on her response, and hand in the question and notes at the end of class.
4. **Dr. Meredith Abarca evening lecture** (5 points). Students will attend and write a 1-2 page paper (word-processed and double spaced) about the lecture of Dr. Meredith Abarca on **Thursday, September 27, 2007, 7:00 pm** in Lehr room, Bolger conference center, on "The Act of Grinding Corn: From Cultural and Spiritual Knowledge to Objectification of Women's Bodies." The paper should briefly summarize the **content of the lecture** and discuss its **relevance to our class**. The paper is due in class on Tuesday, October 2.

5. **Outside of class events** (5 points each, 10 points total). Students must attend two of the following events and write a 1-page paper (word-processed and double spaced) about each, which should briefly summarize the **content of the event** and discuss its **relevance to our class**. The paper is due within one week of attending the event:

*Tuesday, 10/2, 4-8 pm, Latino Food and Music Celebration, SMC Multi-Purpose Room*

*Sunday, 10/28, 7-8:30 pm, Film: La Ofrenda (Lourdes Portillo 1988), Myers Aud, McComsey*

*Monday, 10/29-Thursday, 11/14, Calixto Robles Art Exhibit, Ganser Gallery*

*Thursday, 11/1, 6 pm, Calixto Robles Gallery Talk, Ganser Gallery*

*Friday, 11/9, 9-11 pm, Café Latino: Poetry and open mic night, Club de Ville, SMC*

6. **Take-home final exam** (25 points). Questions will be handed out in advance and the exam is due at the date and time of the scheduled final exam: Wednesday, Dec. 12, 2:45 pm.

7. **Research Paper** (70 points) and **oral presentation** (10 points). Students will complete an original individual or group research project on Latina/o food and culture in the United States. This could be a research project based on primary source materials from archives or newspapers, ethnographic fieldwork carried out by students, analysis of some of my ethnographic data, or original analysis of food and meaning in a body of work—recipe collections, music, film, folklore, or literature. Some possible projects are ethnographic study of: a Latina/o restaurant, a Latina/o grocery store, a Latina/o family's food habits, Latina/o farmworkers or mushroom workers, Latina/o farmers, Latina/o shoppers or standholders at farmers' markets, Latina/o students' eating habits and response to cafeteria food, Latinas/os' body image and eating problems, Latina mothers and the WIC program, Latina/o immigrants' food habits and meanings, and so on. Students will work on this project all semester long and hand in the following:

- \* Thurs, 9/6 – one paragraph statement of research topic due
- \* Thurs, 9/20 – 2-4 page research design and bibliography due
- \* Tues 10/2 – revised 2-4 page research design due
- \* Thurs 10/25 – 1-3 page data report due
- \* Thurs 11/15 – 8-15 page research paper due
- \* Thurs 12/6 – 8-15 pp. revised research paper AND first draft with comments

\* The research design should be 2-4 pages, word-processed doubled spaced. It describes the problem or topic that you are investigating, explains why it is important, briefly discusses what others have done on this topic and cites the relevant literature, describes the population you will study, and defines your methods in detail. If you are using participant-observation, you should state who, where, when and what you will be observing. If you are collecting life histories, you should define your research subjects and your topics and questions. If you are doing interviews or surveys, state whom you will interview or survey, and include a list of questions. If you are studying Latino film, literature or music, define the body of work and methods of analysis. Conduct a brief review of the literature to place your own project in a broader research context and include a bibliography of at least five scholarly sources (which may include course readings).

\* The data report should be a 1-3 page description of your data and how you plan to organize and analyze them. The data report should also contain copies of the raw data, such as: notes on readings, interview notes or transcriptions, participant observation notes, maps, genealogies, photographs, personal documentation, etc.

\* The research paper should be 8-15 pages, word-processed, double spaced, with at least 1” margins all around. It should include the following sections:

- Abstract: 100-200 word summary of your paper
- Acknowledgments: thanks to those who were helpful in your project
- Introduction: statement of the research question or problem
- Methodology: description of who and what you studied and the methods you used to gather data. (Include interview questions or other details in Appendix).
- Findings: organized description of what you found out
- Significance: discussion of what your findings mean and point to, how they expand the work of others or fill in gaps in the literature
- Problems: discussion of problems you encountered in either conceptualizing or conducting your research and how you would remedy them in the future; what you would do differently if you were to do this project over again
- Conclusion
- Appendices (optional): inclusion of information not in body of paper (e.g. list of informants, interview questions, glossary of key terms, etc.)
- Works Cited: a bibliography that should contain only works cited in the paper

### **Summary of requirements and grading scale:**

Attendance	25	A	153-170
4 annotation exercises	20	B	136-152
Dr. Abarca lecture	5	C	119-135
Dr. Abarca questions	5	D	102-118
Two outside of class events	10	F	below 102
Term paper	70		
Oral presentation	10		
Take home final exam	<u>25</u>		
<b>Total</b>	<b>170</b>		

## SYLLABUS

<u>date</u>	<u>topic</u>	<u>assignment</u>
8/28	Introduction: Latina/o food and culture, anthropology, the course	
8/30	Ethnographic methods for studying foodways, student projects	Marte
9/4	Ethnographic methods for studying foodways, student projects	Counihan 2005b
9/6	Voices in the kitchen <b>* one-paragraph description of research idea due *</b>	Abarca Intro
9/11	Conferences in my office	Abarca Chap 1
9/13	Sazon and culinary epistemology <b>Annotation exercise #1 on Abarca (bring book and/or notes to class)</b>	Abarca Chap 2
9/18	Culinary art and writing: Cooks as artists and writers	Abarca Chaps 3 & 4
9/20	Conferences in my office <b>*research design due 3 pm in my office*</b>	Write research design
9/25	The literary kitchen: writers as cooks	Abarca Chap 5
9/27	<i>Charlas culinarias</i> as theory and method <b>* Prepare two questions on <i>Voices in the Kitchen</i> and bring to class *</b>	Abarca Conclusion
<i>Thursday, 9/27, 7:00 pm, Myers Aud, McComsey, required public lecture, Dr. Meredith Abarca, "The Act of Grinding Corn: From Cultural and Spiritual Knowledge to Objectification of Women's Bodies."</i>		
10/2	Food in the Americas <b>* revised research design due *</b>	Mintz
<i>Tuesday, 10/2, 4-8 pm, Latino Food and Music Celebration in the SMC Multi-Purpose Room</i>		
10/4	Food, culture and nutrition in the Americas	ReVista first half
10/9	<b>NO CLASS FALL BREAK</b>	
10/11	Food, culture and nutrition in the Americas <b>Annotation exercise #2 on Mintz and ReVista (bring articles and/or notes to class)</b>	ReVista second half
10/16	Restaurants, immigrants, and New York Cuban food culture	Knauer
10/18	Restaurants, immigrants, and L.A. Mexican food culture	Ferrero

10/23	Immigrants, gender, and foodways <b>Annotation exercise #3 on Knauer, Ferrero, &amp; Williams (bring articles/notes to class)</b>	Williams
10/25	<b>* data report due *</b>	Prepare data report
<i>Sunday, 10/28, 7-8:30 pm, Film: La Ofrenda (Lourdes Portillo 1988), Myers Aud, McComsey</i>		
10/30	Foodways, gender, and literature	Blend
11/1	Foodways, gender, and literature	Ehrhardt
<i>Thursday, 11/1, 6 pm, Calixto Robles Gallery Talk, Ganser Gallery</i>		
11/6	Foodways, gender, and film FILM: <i>Like Water for Chocolate</i> <b>Annotation exercise #4 on Blend, Ehrhardt, and Counihan (bring articles and/or notes to class)</b>	Counihan 2005a
11/8	Foodways, film, and nationhood FILM: <i>Like Water for Chocolate</i>	López-Rodríguez
<i>Friday, 11/9, 9-11 pm, Café Latino: Poetry and open mic night, Club de Ville, SMC</i>		
11/13	Women workers in the food system	Zavella
11/15	<b>* 8-15 page research paper due *</b>	research paper
11/20	Hybrid cuisines and nutrition	Pilcher
11/22	NO CLASS THANKSGIVING DAY	
11/27	<i>STUDENT PRESENTATIONS</i>	presentation and paper
11/29	AMERICAN ANTHROPOLOGICAL ASS'N CONF	presentation and paper
12/4	<i>STUDENT PRESENTATIONS</i>	presentation and paper
12/6	<i>STUDENT PRESENTATIONS</i> <b>* revised 8-15 page research paper due - hand in with first draft with professor's comments *</b>	presentation and paper
<b>Wednesday, December 12, 2:45-4:45 * TAKE HOME FINAL DUE *</b> <i>STUDENT PRESENTATIONS</i>		

### Bibliography on Latina/o Food and Culture

- Abarca, Meredith. 2001. "Los Chilaquiles de mi 'ama: The Language of Everyday Cooking." *Pilaf, Pozole and Pad Thai: American Women and Ethnic Food*. Ed. Sherrie A. Inness. Amherst: U of Massachusetts P, 119-44.
- Abarca, Meredith. 2004. "Authentic or Not, It's Original," *Food and Foodways* 12.1: 1-25.
- Abarca, Meredith. 2006. *Voices in the Kitchen: Views of Food and the World from Mexican and Mexican American Working-Class Women*. College Station: Texas A&M UP.
- Abarca, Meredith E. and Ramona Lee Pérez, eds. 2007. *Cocinas Públicas: Food and Border Consciousness in Greater Mexico*. Special Double Issue of *Food and Foodways* 15, 3-4.
- Alvarez, Robert R. 1994. Changing Ideology in a Transnational Market: Chile and Chileros in Mexico and the US. *Human Organization* 53, 3: 255-262.
- Barndt, Deborah. 2002. *Tangled Routes: Women, Work, and Globalization on the Tomato Trail*. Lanham, MD: Rowman & Littlefield.
- Barndt, Deborah, ed. 1999. Women Working the NAFTA Food Chain: Women, Food and Globalization. Toronto: Sumach Press.
- Bilbija, Ksenija. 1996. Spanish American Women Writers: Simmering Identity over a Low Fire. *STCL*, 20, 1: 147-165.
- Blend, Benay. 2001a. "I am the Act of Kneading": Food and the making of Chicana Identity." In Sherrie A. Inness, ed., *Cooking Lessons: The Politics of Gender and Food*. New York: Rowman and Littlefield, pp. 41-61.
- Blend, Benay. 2001b. "In the Kitchen Family Bread is Always Rising!" Women's Culture and the Politics of Food. In Sherrie A. Inness, ed., *Pilaf, Pozole and Pad Thai: American Women and Ethnic Food*. Amherst: University of Massachusetts Press, pp. 119-144.
- Cabeza de Baca, Fabiola. 1982 (1949). *The Good Life*. Santa Fe: Museum of New Mexico Press.
- Cabeza de Baca, Fabiola. 1994 (1954). *We Fed Them Cactus*. Albuquerque: U of New Mexico P.
- Counihan, Carole. 2002. "Food as Women's Voice in the San Luis Valley of Colorado." In Carole Counihan ed, *Food in the USA: A Reader*. New York: Routledge, 295-304.
- Counihan, Carole. 2004. Production, Reproduction, Food and Women in Herbert Biberman's *Salt of the Earth*(1953) and Lourdes Portillo and Nina Serrano's *After the Earthquake* (1979). In *Reel Food: Essays on Food and Film*, ed. Anne L. Bower. NY: Routledge, pp. 167-180.
- Counihan, Carole. 2005a. Food, Feelings and Film: Women's Power in *Like Water for Chocolate*. *Food, Culture, and Society* 8, 2: 201-214.
- Counihan, Carole. 2005b. "Food as Border, Barrier and Bridge in the San Luis Valley of Colorado." In A. V. Avakian, and B. Haber, eds. *From Betty Crocker to Feminist Food Studies: Critical Perspectives on Women and Food*. Amherst: U of Mass. Press, pp. 200-217.
- Ehrhardt, Julia C. 2006. Towards Queering Food Studies: Foodways, Heteronormativity, and Hungry Women in Chicana Lesbian Writing. *Food and Foodways* 14, 2, 91-109.
- Ferrero, Sylvia. 2002. *Comida sin par*. Consumption of Mexican Food in Los Angeles: "Foodscapes in a Transnational Consumer Society. In Warren Belasco and Philip Scranton, eds. *Food Nations: Selling Taste in Consumer Societies*. NY: Routledge, pp. 194-219.
- Gilbert, Fabiola Cabeza de Baca. 1970. [1942]. *Historic Cookery*. Santa Fe: Ancient City.
- Goldman, Anne. 1992. "'I Yam What I Yam': Cooking, Culture and Colonialism." In Sidonie Smith and Julia Watson, eds. *De/Colonizing the Subject: The Politics of Gender in Women's Autobiography*. Minneapolis: U of Minnesota P, 169-95.
- Griffith, David. 2001. Work and Immigration: Winter Vegetable Production in South Florida. In *Poverty or Development: Global Restructuring and Regional Transformations in the U.S.*

- South and the Mexican South*, eds. R. Tardanico and M. Rosenberg. NY: Routledge, pp. 138-178.
- Jaramillo, Cleofas. 1981 (orig. 1939). *The Genuine New Mexico Tasty Recipes*. Santa Fe: Ancient City Press.
- Knauer, Lisa Maya. 2001. Eating in Cuban. In *Mambo Montage: The Latinization of New York*. Eds. Agustín Laó-Montes and Arlene Dávila NY: Columbia University Press, pp. 425-447.
- Latin American Information Center, University of Texas: Food, Recipes and Nutrition: <http://lanic.utexas.edu/la/region/food/>
- Limón, Jose. 1989. Carne, Carnales, and the Carnavalesque: Bakhtinian Batos, Disorder, and Narrative Discourses. *American Ethnologist* 16, 3: 471-86.
- López, Ann Aurelia. 2007. *The Farmworkers' Journey*. Berkeley: Univ. of California Press.
- López-Rodríguez, Miriam. 2004. Cooking Mexicanness: Shaping National Identity in Alfonso Arau's *Como agua para chocolate*. In *Reel Food: Essays on Food and Film*, ed. Anne L. Bower. NY: Routledge, pp. 61-73.
- Marte, Lidia. 2007. Mapping the Plate. *Slow*, 56: 72-79.
- Mintz, Sidney W. 1996. Tasting Food, Tasting Freedom. From *Tasting Food, Tasting Freedom: Excursions into Eating, Culture and the Past*. Boston: Beacon Press, pp. 33-49.
- Montaño, Mario. 1992. *The History of Mexican Folk Foodways of South Texas: Street Vendors, Offal Foods, and Barbacoa de Cabeza*. Ph.D. Dissertation, University of Pennsylvania.
- Pilcher, Jeffrey. 1998. *Que Vivan los Tamales!: Food and the Making of Mexican Identity*. Albuquerque: University of New Mexico Press.
- Pilcher, Jeffrey. 2002. Industrial Tortillas and Folkloric Pepsi: The Nutritional Consequences of Hybrid Cuisines in Mexico. In Warren Belasco and Philip Scranton, eds. *Food Nations: Selling Taste in Consumer Societies*. New York: Routledge, pp. 222-239.
- Pilcher, Jeffrey. 2006. "Taco Bell, Maseca, and Slow Food: A Postmodern Apocalypse for Mexico's Peasant Cuisine?" In Richard Wilk, ed. *Fast Food/Slow Food: The Cultural Economy of the Global Food System*. Altamira Press, pp. 69-81.
- ReVista (Harvard Review of Latin America), special issue on Food in the Americas: *Food Culture and Nutrition*, Spring 2001.
- Rothenberg, Daniel. 2000. *With These Hands: The Hidden World of Migrant Farmworkers Today*. Berkeley: University of California Press.
- Stanford, Lois. 2006. The Role of Ideology in New Mexico CSA (Community Supported Agriculture) Organizations: Conflicting Visions between Growers and Members. In Richard Wilk, ed. *Fast Food/Slow Food*. Altamira Press, pp. 181-200.
- Taggart, James M. 2002. "Food, Masculinity and Place in the Hispanic Southwest." In Carole Counihan ed, *Food in the USA: A Reader*. New York: Routledge, 305-13.
- Thompson, Charles D. and Melinda Wiggins, eds. 2002. *The Human Cost of Food: Farmworkers' Lives, Labor, and Advocacy*. Austin: University of Texas Press.
- Williams, Brett. 1985. Why Migrant Women Feed Their Husbands Tamales: Foodways as a Basis for a Revisionist View of Tejano Family Life. In *Ethnic and Regional Foodways in the Untied States*. Eds. L.K. Brown & K. Mussell. Knoxville: Univ. of Tennessee, pp. 113-126.
- Zavella, Patricia. 2002. "Engendering Transnationalism in Food Processing: Peripheral Vision on Both Sides of the U.S.-Mexican Border." *Transnational Latina/o Communities: Politics, Processes, and Cultures*. Eds. C. G. Vélez-Ibañez, and Anna Sampaio. Lanham, MD: Rowman and Littlefield, pp. 225-45.