

**History 3495.002**  
**American Food History**  
**Monday and Wednesday, 2:00pm-3:20pm**  
**WH 316**  
**Spring 2026**



A black and white print of vocational students learning how to cook at the Manual Training and Industrial School for Colored Youth in Bordentown, New Jersey, ca. 1935. Courtesy of Smithsonian Open Access.

**Instructor:** Dr. Joshua I. Lopez

**Office:** Wooten Hall A239

**Email:** [Joshua.Lopez@unt.edu](mailto:Joshua.Lopez@unt.edu)

***\*Please contact me through Canvas Email***

**Office Hours:** Mondays and Wednesdays  
from 10:30am to 12:30pm, or by  
appointment

### Course Description

Welcome to American food history! This semester we will survey several facets of American food history. We will look at how Americans have used food as a form of cultural expression over time. We will also trace the rise of the modern food industry and think about how ideas of health and the body have changed over time. We will also consider the following question: what can food teach us about American culture over time? To study these histories, we will blend a chronological and thematic approach. We will examine these histories beginning in the pre-colonial period through to the early twentieth century. Thematically, we will consider how food can shed light on relationships with, and ideas about, health, the body, and citizenship, the land

and environment, and animals. Finally, we will also survey different styles of food history writing. Students in this class will write their own work of food history and consider their goals, purpose, and audience. Taken together, students will learn about food as a cultural expression within American history and be introduced to the intellectual endeavors of food studies.

### Course Prerequisites or Other Restrictions

There are no prerequisites or other restrictions for this course.

### Course Structure

This course is scheduled to meet face-to-face two times a week for 80-minute sessions each day. In class, you can expect a combination of lectures, discussion, documentary film screenings, and in-class activities. Regular attendance is expected. In addition, students are expected to come to class prepared to discuss the assigned reading for that day.

### History 3495 Course Learning Outcomes

By the end of this course, students will be able to:

- Recall key aspects of American food history;
- Identify and apply methods utilized in food studies;
- Contextualize aspects of the current food system and food culture;
- Assess the meanings embedded in food and various food practices
- Create a work of American food history.

### Materials

This course uses the three books listed below. I may provide other readings and resources such as handouts, short articles, short videos, links to websites and webpages, and other files via Canvas. You are responsible for accessing these materials. If you need assistance accessing these materials, please contact me immediately.

-Carol J. Adams, *Burger*

-Megan J. Elias, *Food on the Page: Cookbooks and American Culture*

-Laura Shapiro, *What She Ate: Six Remarkable Women & The Food That Tells Their Stories*

### Communication Expectations and Etiquette

During office hours, my priority is answering your questions and responding to your emails. If you email me during office hours, I will respond right away. Outside of office hours, you may still contact me, but I will respond to emails within a 24-hour period. I may not respond to emails during the weekend. If you contact me during the weekend, please be aware that I will receive your message, and I will contact you as soon as possible on the following Monday.

***When you contact me, please email me via Canvas email.*** This semester, I am teaching four courses with two sections of the same course. Canvas email assists me by sorting my email by class. This helps me to identify which course section students belong to, and I am able to assist you in a timely manner. ***Please only email me via Canvas email. Students who do not use Canvas email to contact me may not receive a response from me.*** An exception to this policy are official university notices from the Dean of Students, UNT's CARE Team, the office of Disability Access, UNT Athletics, and other departments who may be writing on your behalf.

Finally, please note that all communication between students, the instructor, and teaching assistants are considered exchanges between professionals and should be written accordingly. I will expect all students to communicate in a manner consistent with a professional setting. Professional communication includes using an appropriate greeting, clear and thoughtful language, complete sentences, and a courteous tone. Your emails should clearly state the purpose of the communication and avoid slang, excessive informality, demands, or language that could be interpreted as disrespectful. Unprofessional communication may result in a request to revise and resend the message and, in repeated or serious cases, may be addressed in accordance with university conduct policies. This policy is intended to help students develop professional communication skills that are essential both in college and beyond. You may use the example below as a template or guide for composing your own emails.

***Example of a Professional Email:***

Hi Professor Lopez,

I am writing to you about my grade on the midterm exam. I did not score as high as I hoped, and I wanted to talk with you so that I may understand why I received the score that I did. I have class during your office hours. May you be available some time in the afternoon on Monday or Wednesday?

I look forward to your reply.

Best,

Student name

**Course Technology & Skills****Minimum Technology Requirements**

- Computer
- Reliable internet access
- Speakers
- Microsoft Office Suite

**Computer Skills & Digital Literacy**

- Using email with attachments
- Downloading and installing software

**Technical Assistance**

Part of working in online environments like Canvas involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

### Course Requirements

#### *Weekly In-Class Activities and Short Assignments*

Throughout the semester, you will complete brief, low-stakes assignments designed to support your engagement with the course materials. These assignments are not quizzes and are not intended to test memorization. Instead, these activities help you come to class prepared, develop critical reading and thinking skills, and build confidence working with both primary sources. Because these assignments emphasize learning and practice, they are graded primarily for completion and thoughtful effort rather than polished writing or “right” answers. These assignments will be unannounced and occur weekly. Missed in-class activities and short assignments cannot be made up.

#### *Writer’s Reports (3)*

Over the course of the semester, I will assign mentor texts. These short pieces of food history writing will provide us with content and concepts to consider. However, they are primarily assigned to model different forms of writing food history. You will select three pieces to write a report on. In these reports, you will analyze *how* the essay is written and note techniques or strategies you would like to apply in your own writing. Writer’s reports are due the day we discuss your selected reading in class. Students are expected to print their report and submit it in person.

*Food History Writing*

Students will focus this semester on one major project, writing an original piece of American Food History. More broadly speaking, this is a work of creative nonfiction. More specifically, students will consider audience and purpose to compose a work of American food history that may combine genres such as memoir, personal essay, contemplative writing, cultural criticism, and reporting with historical research. We will read a variety of models that students can use to guide their writing. The purpose of this assignment is to engage critically and creatively with our writing and consider questions about audience, public history, and the making and presentation of history. There will be a set of milestones over the semester that students are expected to meet as they complete the project. These milestones include:

1. Initial Food Writing Piece
2. An Extended Version of the Initial Food Writing Piece
3. A Research Report
4. First Full Draft of Food Writing Piece
5. Peer Review
6. Final Draft Published on Microsoft Sway
7. Reflective Cover Letter and Self-Assessment

Due dates are on the syllabus for each of the milestones. Rubrics and criteria will be provided on Canvas.

### ***Grading Breakdown and Scale***

Weekly In-Class Activities and Short Assignments:	20%
Writer's Reports:	30%
Food History Writing:	50%
Total Percentage:	100%

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

59% or less = F

### **Late Work Policy**

Assignments are due on the date and time listed in the course schedule.

***Late work will not be accepted except in cases of documented, extenuating circumstances.***

Extenuating circumstances are serious, unavoidable situations that are beyond a student's control, such as medical emergencies, family emergencies, or university-approved obligations.

When students are faced with such circumstances, they must notify me as soon as possible and provide appropriate documentation. I will grant approval for late submission on a case by case basis. Approval for late submission is not guaranteed. Documentation is required for approval for late submission.

Technical issues, workload from other courses, work schedules, travel, or forgetting a deadline do not qualify as extenuating circumstances.

Assignments submitted late without prior approval and documentation will receive a grade of zero.

### Academic Dishonesty and AI Usage

Academic dishonesty, according to UNT's "Student Academic Integrity" policy, includes the intentional and unintentional engagement in cheating, plagiarism, and the facilitation of academic misconduct, to name a few. Students who are suspected to be engaging in such activities may face receiving a failing grade on an assignment, failing the course, or being reported to the dean of students. Cheating and plagiarism include submitting a completely AI-generated response.

With the arrival of generative AI, I understand that you will use such tools in various writing activities both in and out of the classroom. I will therefore support your understanding of the uses, ethics, and limitations of generative AI tools. This technology has many abilities and also limitations; its use requires research skills, critical thinking, and digital literacy. Therefore, if students use generative AI, they will be expected to use it responsibly and transparently.

I encourage students to use generative AI as a tool in the writing process, specifically to brainstorm, research, outline, and edit and proofread assignments. Students should note, too, that responses generated by AI are not always accurate and they may contain misinformation, incorrect citations, and incomplete references, so students will be required to review, revise, and integrate their own knowledge and skill in order to be considered for the highest score possible.

Students who use generative AI in their assignments must acknowledge their use through citation and annotation. The following is a template for citing your use of generative AI:

Chat-GPT-3 (or name of Generative AI-Tool). (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>.

Additionally, I will expect you to describe in your own words the strategies and techniques you used to compose with AI tools in a descriptive annotation of 2-5 sentences following your citation. Even if you use Grammarly to proofread your assignment, please provide a citation and brief note as the AI-Detection software cannot distinguish between AI-Generated content and softwares. Be as specific as possible in your annotation. It is your responsibility to be transparent

and proactive. Both citation and annotation are required. Failure to acknowledge your use of AI tools through citation and transparency through a descriptive annotation will result in an automatic 0 for academic dishonesty. *Students in this class may only use generative AI to brainstorm, research, and outline for their assignments as well to proofread and edit their work. Students whose work is flagged for 40% or more for AI-generated content but does not contain the required citation and annotation will result in an automatic 0 for academic dishonesty.*

***Example of a citation and annotation:***

Chat-GPT-3. (2025, May 1). “What is the historical context for Christopher Columbus’s voyage journals?.” Generated using OpenAI. <https://chatgpt.com/c/695c35d8-ee88-8326-9e1e-b97bf5131942>

I asked ChatGPT for help understanding the historical context surrounding Columbus’s document. I read its answers and checked for accuracy using American Yawp. Then, I used ChatGPT’s response to help me write my historical context section in the essay.

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. I will alert you to when SPOT evaluations will be opening.

UNT Policies

*Academic Integrity Policy*

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. If you are found to have plagiarized, cheated on an exam, or assisted someone else in cheating, you will receive a zero on the assignment.

(See: <http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism>). More information on academic integrity can be found in the Undergraduate Catalog.

### *ADA Policy*

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

### *Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)*

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### *Emergency Notification & Procedures*

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### *Retention of Student Records*

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### *Acceptable Student Behavior*

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

### *Access to Information - Eagle Connect*

Students' access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

### *Student Evaluation Administration Dates*

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email [spot@unt.edu](mailto:spot@unt.edu).

### *Sexual Assault Prevention*

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.

### *Important Notice for F-1 Students taking Distance Education Courses*

#### Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

#### University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

### *Student Verification*

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

### *Use of Student Work*

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the [UNT System Permission, Waiver and Release Form](#)

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via video conference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

### *Academic Support & Student Services*

#### Student Support Services

#### Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

### *Chosen Names*

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

\*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

### *Pronouns*

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

### Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)

[Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)

- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)

[Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

### Course Schedule

What follows is an outline of topics to be covered in class as well as assignments for the semester.

This schedule is subject to change.

#### **Week 1: Course Introductions & Why Food?**

- **Monday:** Introduce the Course and Review Syllabus
- **Wednesday:** Read Jon Holtzman’s “Food as Food” and Robin Wall Kimmerer’s “Epiphany in the Beans” on Canvas

#### **Week 2: Creating a Food Lens**

- **Monday: Martin Luther King Jr. Day, No Class**
- **Wednesday:** Read the following articles:
  - Luce Giard, “The Nourishing Arts”
  - Jennifer Jensen Wallach, “Every Crumb of Cake”
  - **Mentor Text:** Excerpts from *Tastes Like War*

#### **Week 3: Indigenous Food and Foodways**

- **Wednesday:**
  - **Mentor Text:** Luz Calvo and Catriona Rueda Esquibel, “Decolonial Foodways from the U.S.-Mexico Borderlands”

#### **Week 4: Culinary Encounters**

- **Wednesday:**
  - **Initial Food Writing Piece, Due in Class**
  - **Mentor Text:** Meredith E. Abarca, “Afro-Latina/os’ Culinary Subjectivities”

#### **Week 5: Foodways of Enslavement**

- **Wednesday:**
  - **Mentor Text:** Excerpts from *Sistah Vegan*

**Week 6: Early American Foods**

- **Wednesday:**
  - **Mentor Text:** Excerpt from *Coffee Nation*

**Week 7: Cookbooks as Historical Documents**

- **Monday:**
  - Read chapters 1-4 of *Food on the Page*
- **Wednesday:**
  - Read the second half of *Food on the Page*

**Week 8: Food, Industrialization, and the Progressive Era**

- **Wednesday:**
  - **Mentor Text:** Excerpt from *Picnics and Porcupines*
  - **Extended Version of the Initial Food Writing Piece Due**

—Spring Break No Classes – March 9 – March 15—

**Week 9: Food, Health, and Body Weight**

- **Wednesday:** Read Emily Contois, “Your New Years Resolution to Carry a Water Bottle has a History”

**Week 10: Food, Immigration, and American Cultural Identity**

- **Wednesday:**
  - **Mentor Texts:** Lisa Heldke’s “Let’s Cook Thai” **and** Excerpt from *97 Orchard Street*

**Week 11: Burgers: An Iconic American Dish**

- **Monday:** Read *Burger*, Chapter 1-4
- **Wednesday:** Finish reading *Burger*
  - **Research Report Due, in Class**

**Week 12: Biography of an Eater**

- **Monday:**
  - Read Introduction to Eleanor Roosevelt in *What She Ate*
- **Wednesday:**
  - Finish reading *What She Ate*

**Week 13: War Time Foodways**

- **Wednesday:**
  - **Mentor Text:** Read Michael Wise, “Caring for the Human Horse”

**Week 14: Writing and Peer Review**

- **Monday: Writing Day**
- **Wednesday: Peer Review and American Food History, First Full Draft**
  - Bring three copies of your American Food History Writing Full Draft

**Week 15: The Contemporary US Food System**

- **Friday: Final Draft, Published on Microsoft Sway, Due by 11pm on Canvas**

**Finals Week: Reflective Cover Letter and Self-Assessment Due Monday May 4 at 2:30pm.**