SST 555: Southern Food Studies

Fall 2023, Wednesdays 1-3:30pm, Barnard 108

# Course Information

**Instructor:** Dr. Catarina Passidomo, she/her (You may call me Catarina, or Professor/Dr. Passidomo).

**Office:** Barnard Observatory 111

**Student Hours:** Mondays and Wednesdays from 10am-12pm; I will also often be able to meet briefly after class.

**Email:** [passidomo@olemiss.edu](mailto:passidomo@olemiss.edu) (I respond to emails on weekdays, and in a typical week you can expect a reply from me within 24-48 hours.)

## Course Description

What is “southern food culture,” if indeed there is such a thing? What does food mean to people in the South, now and in the past, and why does that matter? There is considerable debate surrounding the “authenticity” of particular dishes and their preparations, and some conflict over who can or should claim certain culinary traditions as their own. Underlying these passions, debates, and traditions are important lessons about historic and contemporary race relations, gender roles, immigration patterns, and other phenomena. In this course, we’ll use southern food(ways) to explore deeper questions about ownership and access; inclusion and exclusion; and what it means to grow, cook and eat in the 21st century South. In that sense, we will examine southern food culture from a critical perspective. Some themes we will encounter include the region’s culinary history—considering the crucial importance of climate and both voluntary and involuntary migration for shaping southern food, the trenchant but evolving relationship between food and regional identity, and the ways in which food can be understood as indicative of a changing South.

This year’s iteration of SST 555 is divided into four units: Part I (Weeks 1-3): “Southern Food Studies Foundations” introduces the broad, emergent and contested field of southern food studies and ongoing debates that animate contemporary scholarship on/about/around southern food. Part II (Weeks 4-7): “Southern Food’s Historical Geographies” establishes southern food’s cultural and ecological origins in the foundational violences of colonialism and enslavement; subsequent migrations of people and plant resources; and more recent contestations, celebrations, changes, and continuities. Part III (Weeks 8-11): “Southern Food Imaginaries” explores discourses and rhetorics that circulate around southern food and give it meaning. Part IV (Weeks 12-14): “Southern (food) futures” will conclude the course.

## Course Learning Outcomes and Expectations

*My objectives for this course are to:*

* Expose students to the interdisciplinary study of the South, through consideration of food and agriculture and the meanings associated with them.
* Challenge students to think and write critically about both the South and its food culture.
* Provide students with opportunities to read, analyze, and discuss interdisciplinary texts and other materials;
* Prepare students to successfully conduct independent research using archival, ethnographic, and content analysis methodologies.

*As a class, we will develop a set of expectations we have of one another and our time together. At the outset, I have the following expectations for all students:*

* Full and engaged participation. (Please see the section on class participation and engagement below).
* Students will take turns leading discussion. With my assistance, if necessary, student leaders will prepare questions to help guide our discussion of readings for the week. (See more information about discussion lead in the assessment section, below).
* Students are expected to attend each class, on time, prepared to stay for the duration. I will start class and end class on time.
* Students should be prepared for each class by bringing: the week’s readings (and/or your notes); open willingness to listen and to speak; curiosity; respect and generosity for yourself, your classmates, and your instructor.

## Course Texts and Materials (listed in the order in which they are assigned)

* \*Edge, J.T., E. Engelhardt, and T. Ownby, Eds. 2013. *The Larder: Food Studies Methods from the American South*. Athens, GA: The University of Georgia Press.
* \*Ferris, M.C. 2014. *Edible South.* Chapel Hill: The University of North Carolina Press.
* \*Harris, J. 2011. *High on the Hog: A Culinary Journey from Africa to America.*
* Smith, B. 2023. *Food Power Politics: The Food Story of the Mississippi Civil Rights Movement*
* Other readings and required materials (including podcasts, films, etc.) available on Blackboard and listed in the schedule of topics and assigned material below.
* Course website: Blackboard. I will use Blackboard to post announcements and grades, in addition to assigned material. We will also utilize Blackboard’s discussion forum each week.

\*Texts marked with an asterisk are available from the UM library as a free e-book.

*Please note that reading and other assigned material are to be completed for the day in which they appear on the syllabus, before the start of class.*

## Major Assignments and Course Grading

Grades for this course will be based on the following:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Draft due** | **Final due** | **Points** | **% of Grade** |
| Archive assignment | Sept. 22 | Dec. 1 | 100 | 15% |
| Ethnography assignment | Oct. 20 | Dec. 1 | 100 | 15% |
| Pop culture analysis assignment | Nov. 17 | Dec. 1 | 100 | 15% |
| Book review assignment\* | -- | Nov. 3 | 100 | 10% |
| Weekly discussion forum engagement | -- | Weekly | 10 ea | 25% (total) |
| Discussion lead | -- | (sign up) | 10 | 10% |
| Class participation\*\* | -- | Weekly | 100 | 10% |

Full assignment descriptions are appended to the bottom of this syllabus, and are posted to the course page in Blackboard.

\*Graduate Students only

\*\*Please see the section on Class Participation/Engagement on page 5.

Grading scale:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A | 93-100% | B+ | 87-89.9% | C+ | 77-79.9% | D | 60-69.9% |
| A- | 90-92.9% | B | 83-86.9% | C | 73-76.9% | F | <59% |
|  |  | B- | 80-82.9% | C- | 70-72.9% |  |  |

A Qualitative Description of Grades

|  |  |
| --- | --- |
| **A** | An A student actively and regularly participates in class, demonstrates an excellent working knowledge of the readings and other assigned material, actively participates in discussions, and hands in (on time) complete, well written and creative assignments. |
| **B** | A B student regularly participates in class, demonstrates average knowledge of the readings, participates in discussions, and turns in a well written, but partially complete/late assignments. |
| **C** | A C student infrequently participates in class, demonstrates partial knowledge of the readings, rarely participates in discussions, and turns in incomplete and/or poorly written (and/or late) papers. |
| **D** | A D student has little to no participation in class, demonstrates very little knowledge of readings, does not participate in discussions, and turns in incomplete and poorly written (and/or late) papers. |
| **F** | A failing student has failed to deliver anything on two or more aspects of evaluation in the class (attendance, assignments, discussions). |

**Policy regarding missed or late assignments**

While my expectation is that all students will complete and submit all assigned work prior to the posted deadline, I recognize that there may be a rare occasion where this is not possible. All students are thus granted **two no-penalty late submissions**—meaning twice, during the course of the semester, a student may receive full credit for an assignment that is submitted within three days of the posted deadline. Beyond those two exceptions, points will be deducted as follows for late submissions:

* One to three days past the posted deadline: 20% grade deduction.
* 3 days to one week past the posted deadline: 50% grade deduction.
* Greater than one week past the posted deadline is considered a missed assignment, and will not be accepted for credit, except in extraordinary circumstances that we have discussed in advance.

# Course Policies

## Attendance

The activities we do during class are essential to your learning in this course, so you should make every effort to attend all class meetings and to arrive to class on time. I recognize, however, that illness, personal emergencies, university obligations, religious observances, and other circumstances may sometimes cause you to be late to class or prevent your attendance entirely.

**I have the following expectations for attendance**: Except in extraordinary circumstances such as those listed above, students are expected to attend each class session, to arrive on time, and to stay for the duration. We will take one 10-minute break per class period.

**I build flexibility into the attendance requirement by**excusing up to two absences for circumstances such as those listed above. If a student must miss class for a legitimate reason, it is their obligation to inform me in advance, so that work can be made up.

**Your attendance will be evaluated in the following way***:* Because this is a small class, I will check attendance manually each week; your absence will surely be noted!

Excessive/unexcused absences, defined as missing three or more classes without explanation, will result in an automatic letter-grade deduction.

*If you anticipate problems with your attendance, please contact me so we can make a plan to support your learning.*

## Disability Access and Inclusion Policy

The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation, or to accurate assessment of your achievement, please contact me as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content, and the use of non-captioned or non-transcribed video and audio files. If you are registered with SDS, you must log in to your Rebel Access portal at [rebel-access-portal](https://sds.olemiss.edu/rebel-access-portal) to request approved accommodations. If you are NOT registered with SDS, you must complete the process to become registered. To begin that process, please visit our website at [apply-for-services](https://sds.olemiss.edu/apply-for-services). SDS will*:*

1. Complete a comprehensive review to determine your eligibility for accommodations,
2. If approved, disseminate to your instructors a Faculty Notification Letter,
3. Facilitate the removal of barriers, and
4. Ensure you have equal access to the same opportunities for success that are available to all students.

*If you have questions, contact SDS at 662-915-7128 or*[***sds@olemiss.edu***](mailto:sds@olemiss.edu)*.*

## Class Participation / Engagement

Because active participation in the course is one of the most important ways to learn, you will be assessed on your class engagement. Engagement looks a little different for everyone, but in general, an engaged student will come to class prepared, contribute regularly to class activities or discussions, listen attentively to peers and the instructor, stay on-task during class, complete their work in a timely manner, and reach out to the instructor if they have questions or start to fall behind. If you anticipate any barriers to your full engagement in the course, I encourage you to contact me so we can strategize about how you can best fulfill the course requirements.

At the end of the semester, students will submit a self-assessment of their class-participation and engagement, along with a suggested letter-grade for the “Class Participation” portion of the final grade. The self-assessment should justify the proposed letter grade. I will take your own assessment into consideration, along with my own observations of your engagement in class and in the Blackboard discussion forum, when granting the class participation grade.

## Academic Integrity

According to institutional policy, ‘[t]he University is conducted on a basis of common honesty. Dishonesty, cheating, or plagiarism, or knowingly furnishing false information to the University are regarded as particularly serious offenses.’ We share a responsibility to maintain academic integrity in our work and will follow the procedures outlined in the [Academic Conduct and Discipline Policy](https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=10817696&accessPara=null) and the [M Book](https://olemiss.edu/info/MBook_2021-2022.pdf) for any instance of academic misconduct.

You can act with academic integrity in this class byrefraining from use of AI-generated technologies, cheating, copying others’ work, or otherwise engaging in dishonest activities. All work submitted must be your own.

## Diversity, Equity, and Inclusion

The University of Mississippi embraces its public flagship mission of inspiring and educating our diverse and vibrant community where all individuals are able to intellectually, socially, and culturally thrive through transformative experiences on our campus and beyond. In line with the [Pathways to Equity Strategic Plan](https://chancellor.olemiss.edu/pathways-to-equity/), I make the following commitments to diversity, equity, and inclusion in our classroom:

* Diversity is an affirmation of the intersecting individual, social, and organizational identities that make our community vibrant and transformational. I commit to embracing the full spectrum of diversity in this class, recognizing it as a resource, strength, and benefit to our shared learning experience.
* Equity is directly addressing the social, institutional, organizational and systemic barriers that prevent members of marginalized groups from thriving in our community. I commit to be both proactive and responsive in mitigating barriers to learning so that all members of our classroom community can reach their full potential.
* Inclusion is actively and intentionally creating a welcoming campus where all individuals feel they have a supportive and affirming space to learn, grow and engage. I commit to fostering a classroom environment that fully supports, values, and engages the intersectional identities of every student.

Your success in this class is important to me. If there are aspects of this course that inhibit your belonging, and therefore your learning, I encourage you to contact me so we can develop strategies that support you as you work toward the course requirements. I also encourage you to explore campus resources related to diversity, equity, and inclusion. These are provided in the “Student Resources” section, below.

## Classroom Environment

In line with the [Pathways to Equity Strategic Plan](https://chancellor.olemiss.edu/pathways-to-equity/) and [The Creed](https://olemiss.edu/info/creed.html), it is our responsibility to cultivate an environment that respects the dignity of each person, promotes fairness and civility, and welcomes diverse identities and perspectives. The classroom should be an inclusive space in which every student feels supported, challenged, and welcome to contribute to our collective learning. (For the purposes of this class, “classroom” also refers to the virtual spaces where we interact.) We will work to create this environment by treating one another with kindness and respect—**and adhering to the principles of conduct we create together—**while also allowing and encouraging a variety of opinions. Any student who engages in hostile behavior may be asked to leave the class.

## Student Wellbeing

Many college students struggle with physical and mental health issues as they navigate busy schedules, academic pressures, and difficult life transitions. Your wellbeing is important to me, and I encourage you to prioritize it. If a health issue or life circumstance of any kind is impacting your ability to succeed in this class, please don’t hesitate to contact me so we can make a plan to support your learning. I also encourage you to take advantage of campus and community resources that can help. To that end, please see the “student resources” section below.

## Technology in the Classroom

Laptops and cell phones can be effective learning aids but can also distract you and your classmates from the task at hand. At some points in class, we may make use of these technologies as learning resources, and at some points I may request that you put them away to give the class activity your undivided attention. I encourage you to take responsibility for your use of personal devices and to employ them in ways most likely to enhance your own learning. If inappropriate use of technology becomes a persistent problem, I may ask you to refrain from using these devices in class for the duration of the semester or speak with me individually to resolve the issue.

# Student Resources

## Academic Support

* [Writing Centers](https://writingcenter.olemiss.edu/): Aside from one-on-one meetings with teachers during office hours, a great way to improve your writing is to work with writing consultants at one of the University’s writing centers. Writing consultants will work with any student writer working on any project in any discipline. To learn more about the writing center locations, hours, scheduling and services, please go to [writingcenter.olemiss.edu](http://writingcenter.olemiss.edu/). The undergraduate and graduate writing centers is located in Lamar Hall, 3rd floor, suite C.
* [The Speaking Center](https://speakingcenter.olemiss.edu/): The University of Mississippi Speaking Center offers free public speaking consultation services for UM students. Their highly trained peer consultants work alongside UM students on projects in all disciplines. They provide free access to one-on-one consultations, group workshops, and other speech communication-focused resources. If you need to create a presentation for a class or for a university-related activity, you can get feedback and advice from consultants in the Speaking Center. Their services are delivered face-to-face and online. Their goal is to cultivate individualized strategies with UM students to help them become independent, effective, and confident speakers.

To learn more about the Speaking Center, [check out their website](https://speakingcenter.olemiss.edu/). Or use [this link schedule an appointment for a consultation](https://speakingcenter.olemiss.edu/.well-known/WCONLINESSO). This link will prompt you to complete a registration form before scheduling your appointment.

* [CSSFYE Academic Support Programs](https://cssfye.olemiss.edu/student-support-programs/): The Center for Student Success and First Year Experience is located on the first floor of the Johnson Commons East and can assist students with time management, organization, study skills, note-taking, and more.
* [UM Library Services](https://libraries.olemiss.edu/services/): Our class will be assisted by one of the University’s reference librarians, as we prepare and work on the annotated bibliography project. The library and its librarians are tremendous resources. Take advantage of them!
* [Intensive English Program](https://iep.olemiss.edu/): offers academic English classes from basic to advanced levels with a curriculum designed to prepare students to interact in the English-speaking academic, social, and professional world.

## Wellbeing and Community

* [UMatter](https://umatter.olemiss.edu/)—Students and Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact UMatter: Student Support and Advocacy at 662-915-7248 or [kforster@olemiss.edu](mailto:kforster@olemiss.edu). Students who struggle to afford groceries or access sufficient food to eat are especially encouraged to visit the [Grove Grocery: The UM Food Pantry](https://grovegrocery.olemiss.edu/) in 213 Kinard Hall or email [grovegrocery@go.olemiss.edu](mailto:grovegrocery@go.olemiss.edu). Students who are struggling to meet their basic needs may also find the following website helpful: <https://www.findhelplafayettecounty.org/>.
* [UMatter](https://umatter.olemiss.edu/)—Students Support and Advocacy: Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources in the Title IX Office in 120 Lester Hall or at 662-915-7735.

UMatter Student Support Services and Advocacy provides free and confidential information, consultation, support, advocacy to University of Mississippi students and graduate students who have experienced a traumatic, disturbing or life disruptive event. UMatter is not a part of the police department, or the Equal Opportunity and Regulatory Compliance office, and is a confidential resource for students. UMatter provides targeted support and resources for students that are responding to Title IX or conduct matters at the university. These services include academic and housing accommodations for Title IX concerns, individual case management for responding students, support in Title IX investigations and conduct matters, connecting students with advisors for adjudication processes, and referrals to services on campus and in the community. Contact UMatter, [umatter@olemiss.edu](mailto:umatter@olemiss.edu), 662-915-7248, 301 Student Union with questions or for support.

* [VIP: Survivor Support](https://violenceprevention.olemiss.edu/): Students who may have experienced any type of gender-based violence including sexual assault, relationship abuse, or stalking are encouraged to reach out to VIP: Survivor Support by calling 662-915-1059 or emailing [sapoole@olemiss.edu](mailto:sapoole@olemiss.edu) for confidential emotional support and resources.  Students may need support with their academics, non-emergency medical care, forensic exams, STI testing, reporting options, safe rooms/safety planning, and/or referrals for psychological support. Students will receive nonjudgmental emotional support and create an individualized plan to meet their needs.
* [University Counseling Center](https://counseling.olemiss.edu/): The University Counseling Center is a professional facility offered by the University of Mississippi to assist students, faculty, and staff with many types of life stressors that interrupt day-to-day functioning, including the stressors associated with the COVID-19 pandemic. They offer individual counseling, couple’s counseling, group counseling, stress management, crisis intervention, assessments and referrals, outreach programs, consultations, and substance abuse services. There is no fee for currently enrolled University students and everything you say to your counselor is confidential. You can contact the Counseling Center for information about mental health issues at <https://counseling.olemiss.edu>, [counslg@olemiss.edu](mailto:counslg@olemiss.edu), 662- 915-3784, 320 Lester Hall, and <https://www.facebook.com/universitycounselingcenterolemiss/>. You can schedule an appointment or get information about appointments by calling the UCC at 662-915-3784.
* [UMSafe](https://umsafe.olemiss.edu/): provides resources and information for individuals who are alleged to be the victim of conduct that could constitute sexual harassment, individuals who have been reported to be the perpetrator of conduct that could constitute sexual harassment, and other members of the University community.
* [Bias Education and Response Team](https://dce.olemiss.edu/bert/): for reporting bias-related incidents, such as threats or acts of harassment or intimidation, which are motivated by a bias against a person because of that person’s identity.
* [Diversity and Community Engagement](https://dce.olemiss.edu/): supports the mission of UM by transforming people, institutions, and communities through partnership, access, and engagement that fosters belonging, enriches learning and development, enhances research, and creates equitable opportunities for all.
* [Center for Inclusion and Cross Cultural Engagement](https://inclusion.olemiss.edu/): develops programs and services that support UM’s core value of inclusiveness.
* [Sarah Isom Center](https://sarahisomcenter.org/): for Women and Gender Studies educates about issues of gender and sexuality, promotes interdisciplinary research, and advocates for diversity, equity, and inclusion.
* [LGBTQIA+ Programming and Initiatives](https://lgbtq.olemiss.edu/)

# Course Schedule

\* This syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Your patience, good humor, and attentiveness are appreciated. FG in the syllabus refers to the textbook *Food Geographies*.

***Part I: Southern Food Studies Foundations***

**Week 1 (8/23): Introduction to the course and each other**

* Review syllabus; draft community agreements.
* (in class): Lewis, “What is Southern?”
* Diving right in to oral history practice: interviewing your classmates and “listening out loud”

**Week 2 (8/30): Southern Food Studies**

* Cooley, J. (2018). “Southern food studies: An overview of debates in the field.” *History Compass*, 1-9.
* Ferris, Preface and Introduction (pp. vii-xvi and 1-6)
* Passidomo, Rooted in Sand
* Skloot, Two Americas, Two Restaurants, One Town
* “Sugar Don’t Go On Grits: An Archival Look at the Great Migration’s Effect on How We Eat,” Zoom webinar, Tuesday, Aug. 29, 1pm. Register at <https://olemiss.zoom.us/webinar/register/WN_XqeRlRVJRVqnbiwqJec7Iw> (if you are unable to attend the live webinar, a recording will be made available).

**Week 3 (9/6): Food Studies Methods**

* Edge, Engelhardt, and Ownby, Eds. 2013. *The Larder.* Introduction; Part 5; Intro and at least one chapter each from Parts 1-4.

\*Class visit to archives and special collections, tour “The Southern Plate” exhibit; presentation by Danielle Townsend.

***Part II: Southern Food’s Historical Geographies***

**Week 4 (9/13): Native-Colonial South**

* Scarry, C.M. and J.F. Scarry. 2005. “Native American ‘garden agriculture’ in Southeastern North America.” *World Archaeology*, 37 (2): 259-274.
* Hermann, R. 2019. *No Useless Mouth: Waging War and Fighting Hunger in the American Revolution.* Introduction.
* Gilmer, R.A. 2015. “Native American Contributions to African American Foodways”
* Ferris, Part I: Early South-Plantation South (pp. 7-94)

\*Visit with Jessica Taylor, Assistant Professor of History at VA Tech;

\*For extra credit: Attend Dr. Taylor’s Southtalk (“Running Away from Early America”) immediately before class at noon in Barnard 105.

**Week 5 (9/20): African Influences and Legacies**

* Harris, *High on the Hog*
* Carney and Rosomoff (2011). “Maps” and “Introduction” from *In the Shadow of Slavery: Africa’s Botanical Legacy in the Atlantic World*. Pp. xv-xvi; 1-5
* *(include response to the “Sugar Don’t Go On Grits!” webinar in this week’s précis)*
* (in class): Watch Episode 1 of *High on the Hog*
* ***Archive assignment draft due: Friday, 9/22***

**Week 6 (9/27): New South**

* Ferris, Parts II and III: New South, Modern South

**Week 7 (10/4): Food, Power, and Politics**

* Smith, B. 2023. *Food Power Politics*

***Part III: Southern Food Imaginaries***

**Week 8 (10/1): Hospitality**

* Szczesiul, A. 2017. *The Southern Hospitality Myth*, Introduction (pp. 1-27) and Chapter 6 (pp. 168-210).
* Ritter-Conn, Beth. 2019. “Guests at Our Own Tables: Privilege, Paradox, and Southern Hospitality.” *Review & Expositor* 116 (3): 275–91
* Yaeger, Patricia. 1992. “Edible Labor.” *Southern Quarterly* 30 (2-3): 150-159.
* Stuesse, A. and L. Helton. 2013. “Low-wage legacies, race, and the golden chicken in Mississippi: Where contemporary immigration meets African American labor history.” *Southern Spaces*.

**Week 9 (10/18): Nostalgia**

* Kelting, L. 2016. “The Entanglement of Nostalgia and Utopia in Contemporary Southern Food Cookbooks.” *Food, Culture, and Society*, 1-27.
* Rodell, “The New Old Country Store” (read essay or listen to podcast)
* Trainer, S., J. Hardin, C. SturzStreetharan, and A. Brewis. 2020. “Worry-Nostalgia: Anxieties Around the Fading of Local Cuisines and Foodways.” *Gastronomica* 20 (2): 67-78.
* Ahad-Legardy, B. 2021. (Nostalgic) Reclamation: Recipes for Radicalism and the Politics of Soul (Food) in *Afro-Nostalgia*, pp. 117-156.
* ***Ethnography Assignment draft due Friday, 10/20***

**Week 10 (10/25): Multiculturalism**

* Kelting, L. 2016. “Performing multicultural futures on Atlanta’s Buford Highway.” *Southern Quarterly,* 53 (2): 41-57.
* *Gravy* podcast episodes, “The Last Jews of Natchez,” “Dinner at the Patel Motel,” “Cajun Kibbe: Eating Lebanese in Louisiana.”
* SFA short films: “The South I Love,” “Siler City: Bienvenido a Trabajar,” “Little Kurdistan”
* SFA oral history collections: “Atlanta’s Buford Highway,” “Nashville’s Nolansville Road,” “Charlotte’s Central Avenue Corridor,” “Summer Avenue in Memphis,” “Biloxi’s Ethnic Shrimping Communities,” “Greek Restaurateurs in Birmingham,” “Chinese Grocers,” “South Asian Arkansas,” “La Pulga,” “The Lives and Loaves of New Orleans,” “Tidewater Virginia Yock,” “Delta Lebanese.”

**Week 11 (11/1): Sustainability**

* McInnis, J. 2019. “Black womens’ geographies and the afterlives of the sugar plantation.” *American Literary History*, 31 (4): 741-774.
* *Plot of Land* podcast: Episode 8, “66 acres down by the river” and Episode 9, “Rotten eggs and gasoline.”

***Part V: Southern Food Futures***

**Week 12 (11/8): Sankofa**

* Hayes and MacKendrick, 2022. “Leave No Stone Unturned.” *Gastronomica*, 22 (2): 64-74.
* ***Book review assignment (graduate only) due Friday, 11/10***

**Week 13 (11/15): Project work period**

* No additional reading.
* ***Pop culture analysis draft due Friday, 11/17***

**\*\*\*\*Nov. 20-24: Thanksgiving Holiday, No Class\*\*\*\***

**Week 14 (11/29) Project Presentations**

* Present portfolio (including archive assignment, ethnography assignment, and pop culture analysis) to class.
* ***Final drafts of assignments due Friday, 12/1***

**\*\* CLASS POTLUCK at Dr. Passidomo’s house: Date and time TBD \*\***