

SOUTHERN STUDIES 555: SOUTHERN FOODWAYS

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Office hours: By appointment

FALL 2019
Mondays 1:00-3:30pm
Barnard Observatory 108

Course Description:

Southerners tend to be quite passionate about food. 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. 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 foodways 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 foodways 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, we will focus on labor in the southern food system, and on various “imaginaries” that circulate around and through southern food.

Expectations:

This course is very reading-intensive, by design. We will read an average of one book per week, with some additional articles and other multimedia assignments. You are expected to come to each class prepared to discuss that week's readings, and to respond to others' comments with respect and interest.

Objectives:

1. Expose students to the interdisciplinary study of the South, through the lens of foodways and agriculture;
2. Challenge students to think and write critically about both the South and its foodways;
3. Provide students with an opportunity to read, analyze, and discuss interdisciplinary texts and other materials;
4. Prepare students to successfully conduct independent research.

Required Texts (listed in the order in which they are assigned):

Ferris, Marcie Cohen. *The Edible South: The Power of Food and the Making of an American Region*. The University of North Carolina Press, 2014.

Edge, John T, Elizabeth Engelhardt, and Ted Ownby, eds. *The Larder: Food Studies Methods from the American South*. Athens: University of Georgia Press, 2013.

Hahamovich, Cindy. *The Fruits of Their Labor: Atlantic Coast Farmworkers and the Making of Migrant Poverty, 1870-1945*. 1st edition. Chapel Hill: The University of North Carolina Press, 1997.

White, Monica M. *Freedom Farmers: Agricultural Resistance and the Black Freedom Movement*. Chapel Hill: The University of North Carolina Press, 2019.

Stuesse, Angela. *Scratching Out a Living: Latinos, Race, and Work in the Deep South*. First edition. Oakland, California: University of California Press, 2016.

Reese, Ashanté M. *Black Food Geographies: Race, Self-Reliance, and Food Access in Washington, D.C.* Chapel Hill: The University of North Carolina Press, 2019.

Martinez-Cruz, Paloma. *Food Fight!: Millennial Mestizaje Meets the Culinary Marketplace*. Tucson: University of Arizona Press, 2019.

Additional readings appear in the schedule below, and are posted to the course page in Blackboard.

Assessment:

Assessment will be based on the following:

- Individual research paper or project: All students will submit an individual research paper or project on a topic of their choosing. Research papers should be 12-15 pages in length for undergraduates, and 15 to 20 pages in length for graduate students. In lieu of a research paper, you may elect to conduct an independent oral history or documentary (film or photography) or other multimedia project. Please see the deadlines below:
 - Topic selection: **October 21**: By this date, you must submit a description (approximately one page) of your chosen research topic.
 - Preliminary Bibliography or Source list: **November 11**: By this date, you must submit evidence of research/progress in the form of a bibliography or source list for your chosen topic or project.
 - (***Undergraduate only***): Draft of paper or project (online submission via Google Drive/email): **November 18**: during the week following submission of your rough draft, Dr. Passidomo will read and provide feedback via Google Drive.
 - Paper or project presentation: **December 2**
 - Final paper or project due: **Monday, December 9 at 5pm** (turn in to Dr. Passidomo's mailbox or office).

- Discussion Lead:
 - Each week, one student will be responsible for leading the week's discussion.
 - Each student will sign up to lead discussion twice.
 - Discussion leaders should begin the class with a presentation that addresses the following questions:
 - What is/are the author(s)' professional or disciplinary background?
 - What is the author's agenda? (What does he/she hope to accomplish?)
 - What is the author's approach to studying the South?
 - What is the relationship of the primary reading to other assigned readings or assignments (for this particular class and past classes)?
 - What is the importance or relevance of the arguments or problems posed?
 - What did you find most intriguing or exciting or problematic about this reading?
 - Discussion leaders will also prepare and distribute hard copies of an outline of the readings (roughly 1 page, single-spaced), which focuses on key points:
 - Identify *keywords* in the text.
 - Identify the *thesis* and/or *arguments* of the reading.
 - Discuss the *analytical framework* of the reading. (What assumptions are axiomatic to this thesis or argument? Does the author have particular interlocutors or draw on other theoretical interventions?)
 - Consider the *conceptual/methodological framework* of the reading. (Does it call for us to conceptualize a disciplinary method in new ways? Does it envision different sources or a new use of established sources?)
 - Discuss the kinds of sources that the author uses.
 - *Note: Not every question will apply to every text.*
 - Discussion leader is exempt from writing a précis (see below) for that week.

- Weekly précis:
 - Each week, you will be required to bring a one-page (typed, double-spaced) written reaction to the week's reading(s). Your précis should address *all* of the week's assigned readings, and can incorporate reactions to supplemental material (podcasts, films, oral histories). Your précis should address some (though not all) of the questions posed in the section on leading discussion (above).
 - Please print a copy of your précis for each student in the class. We will spend the first 10-15 minutes of each class reading each other's reactions to the week's reading(s).
 - For tips on writing a précis: <http://www.cgu.edu/pages/905.asp>

- Class Participation:
 - This class relies heavily on engaged student participation. You should come to each class having read the assigned materials closely and prepared to ask questions and share ideas.
 - You are expected to listen to and respect the opinions of your classmates

- Graduate Only:
 - Book review: Select one book from the list of supplemental books provided at the end of this syllabus (or another book of your choosing, but please clear it with me first), and write a 1000-1500-word review. I recommend choosing a text that will be useful as you prepare your independent research paper or project. Due. in class on **November 18**. See book reviews in the CSSC's publication, *The Southern Register*: <http://southernstudies.olemiss.edu/publications/southern-register/>

Break down of grades

Graduate Students

Assignment	Due Date	Points	Percent of Grade
Research Paper or Project	Dec. 9	100	30%
topic selection	Oct. 21	10	5%
preliminary bibliography	Nov. 11	10	5%
presentation	Dec. 2	50	10%
Book Review	Nov. 18	50	10%
Weekly Precis	weekly	10 ea.	15%
Discussion Lead	2 x/semester	10 ea.	15%
Class Participation	weekly	10	10%

Undergraduate Students

Assignment	Due Date	Points	Percent of Grade
Research Paper or Project	Dec. 9	100	30%
topic selection	Oct. 21	10	5%
preliminary bibliography	Nov. 11	10	5%
draft of paper or project	Nov. 18	50	10%
presentation	Nov. 28	50	10%
Weekly Precis	Weekly	10 ea.	15%
Discussion Lead	2 x/semester	10 ea.	15%
Class Participation	weekly	10	10%

Grading Scale: I will grade papers and presentations on an A-F (+/-) scale. See <http://www.olemiss.edu/info/grading.html> for more details. Other assignments will be graded on a 1-10 scale.

* Late assignments will only be accepted with the prior approval of the instructor, and a grade penalty may apply.

Other Policies and Useful Information:

Attendance: I expect all students to attend all classes, barring extreme circumstances. Students unable to attend class should email me before class begins, and will need to provide a reason for missing class. If the absence is excused, I may assign make-up work. An unexcused absence will lead to a deduction in the participation grade. More than one unexcused absence will result in a letter grade value deduction from the final grade for each absence.

Plagiarism will not be tolerated, and will result in dismissal from the course.

Classroom Conduct:

Students should contribute to an **environment of learning** while in the classroom. Please respect this environment, your classmates, and your instructor by refraining from any disruptive behavior, which may include: arriving late to class, using a cell phone, reading or looking at material unrelated to class, talking out of turn, sleeping, dancing (unless the circumstances are appropriate), or any other disruptive behavior. If you are disrupting the class or disrespecting your fellow classmates or me, you will be asked to leave. Eating, however, is fine. You're also welcome, though never obligated, to bring food to share.

Please observe the following simple rules for maintaining a positive learning environment for everyone in the class.

- *Come to class on time and don't leave early unless there is an emergency or you have informed me ahead of time.
- *Turn off cell phones and put them away.
- *Listen and participate.

Academic Honesty: Academic honesty is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at the University of Mississippi, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the university's culture of honesty requires students to be academically honest in all academic work and to not tolerate academic dishonesty of others. Academic honesty includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the university community and compromise the worth of work completed by others. Anyone in violation of these policies will receive a failing grade for the course.

Access and Inclusion: 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 the course instructor 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 approved through SDS, you must log in to your Rebel Access portal at <https://sds.olemiss.edu> to request approved accommodations. If you are NOT approved through SDS, you must contact Student Disability Services at [662-915-7128](tel:662-915-7128) so the office can: 1. determine your eligibility for accommodations, 2. 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.

Syllabus Disclaimer: 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.

Schedule of Readings and Discussions:

-Week- Date	READING / TOPIC	NOTES
Part I: Southern Food Foundations		
-1- 26 Aug.	Lewis, “What is southern?” Skloot, “Two Americas, Two Restaurants, One Town”	Explore SFA archive of films, oral histories, and podcasts
-2- 2 Sept.	LABOR DAY: NO CLASS	Southtalks: “Gastrodiplomacy in two souths” 9/4 12pm
-3- 9 Sept.	Ferris, <i>The Edible South</i>	SFA Film: Counter Histories: Jackson, MS SFA Film: If We So Choose
-4- 16 Sept.	Edge, Ownby, and Engelhardt, <i>The Larder</i>	Gilder-Jordan Lecture: Martha Jones, 9/17
Part II: Food Is Work		
-5- 23 Sept.	Migrant Agricultural Labor Hahamovich, <i>The Fruits of their Labor</i> Estabrook, “The Price of Tomatoes”	Film: Harvest of Shame
-6- 30 Sept.	20th c. Black Agriculture White, <i>Freedom Farmers</i> Rosenberg and Stucki, “How USDA distorted data to conceal decades of discrimination against black farmers” Newkirk, “The great land robbery” Gravy Podcast: “Fighting for the Promised Land”	Film: Food Chains
-7- 7 Oct.	Industrial Labor Stuesse, <i>Scratching Out a Living</i> [Mississippi ICE raid readings]	Film: Mississippi Chicken
-8- 14 Oct.	Black Food Geographies Reese, <i>Black Food Geographies</i> Laymon, “Greens”	

Part III: Southern Food Imaginaries		
-9- 21 Oct.	<p>Hospitality</p> <p>Szczesiul, “Introduction: What Can One Mean by Southern Hospitality”; Chapter 6 “The Modern Proliferation of the Southern Hospitality Myth”</p> <p>McCutcheon, “The Radical Welcome Table”</p> <p>Twitty, “Dear Disgruntled White Plantation Visitors, Sit Down”</p>	<p>Topic for final paper or project due (10/21)</p> <p>(SFA Symposium 10/24-25)</p>
-10- 28 Oct.	<p>Nostalgia</p> <p>Atkins-Sayre and Stokes, “Crafting the Cornbread Nation”</p> <p>Kelting, “The Entanglement of Nostalgia and Utopia in Contemporary Southern Food Cookbooks”</p> <p>Tippen, “It’s Southern, but More: Southern Citizenship in the Global Foodscape of <i>Garden and Gun</i>”</p> <p>Edge and Wey, “Who Owns Southern Food?”</p> <p>Gravy podcast: “The New Old Country Store”</p>	
-11- 4 Nov.	<p>Multiculturalism</p> <p>Kelting, “Performing Multicultural Futures on Atlanta’s Buford Highway”</p> <p>Olsson, “Your Dekalb Farmers Market”</p> <p>Passidomo, “Our’ Culinary Heritage”</p> <p>Arellano, “How Southern Food Has Finally Embraced Its Multicultural Soul”</p> <p>Gravy podcast: “Dinner at the Patel Motel”</p>	<p>SFA Films: Viet Cajun Little Kurdistan</p>
Part IV: Southern Food Futures		
-12- 11 Nov.	<p>Culinary Mestizaje</p> <p>Martinez-Cruz, <i>Food Fight</i></p>	<p>Preliminary bibliography due (11/11)</p>
-13- 18 Nov.	<p>Burt, “Is the South Headed in a New Culinary Direction?”</p> <p>Other readings TBD</p>	<p>Draft of final paper due (Undergraduate)</p> <p>Book Review due (Graduate)</p>
25-29 NOVEMBER: THANKSGIVING HOLIDAY: NO CLASS		
-14- 2 Dec.	FINAL PRESENTATIONS/ End of semester potluck	<p>Final presentations (12/2)</p>
Monday, 9 DECEMBER: FINAL PAPER OR PROJECT DUE (hard copy in Dr. Passidomo’s mailbox by 5pm)		

Southern Foodways: Supplementary Book List

- Garcia, Matt, E. Melanie DuPuis, and Don Mitchell, eds. *Food Across Borders*. New Brunswick: Rutgers University Press, 2017.
- Cooley, Angela Jill. *To Live and Dine in Dixie: The Evolution of Urban Food Culture in the Jim Crow South*. Athens, GA: The University of Georgia Press, 2015.
- Daniel, Pete. *Dispossession: Discrimination against African American Farmers in the Age of Civil Rights*. 1 edition. The University of North Carolina Press, 2013.
- Davis, David A., and Tara Powell, eds. *Writing in the Kitchen: Essays on Southern Literature and Foodways*. Reprint edition. Oxford, MS: University Press of Mississippi, 2016.
- Edge, John T. *The Potlikker Papers: A Food History of the Modern South*. New York City: Penguin Press, 2017.
- Engelhardt, Elizabeth. *A Mess of Greens: Southern Gender and Southern Food*. Athens: University of Georgia Press, 2011.
- Gabaccia, Donna R. *We Are What We Eat: Ethnic Food and the Making of Americans*. Harvard: Harvard University Press, 2000.
- Harris, Jessica B. *High on the Hog: A Culinary Journey from Africa to America*. New York: Bloomsbury USA, 2012.
- Miller, Adrian. *Soul Food: The Surprising Story of an American Cuisine, One Plate at a Time*. 1st New edition edition. Chapel Hill: The University of North Carolina Press, 2013.
- Opie, Frederick. *Hog and Hominy: Soul Food from Africa to America*. Columbia University Press, 2008.
- Sharpless, Rebecca. *Cooking in Other Women's Kitchens: Domestic Workers in the South, 1865-1960*. Univ of North Carolina Press, 2010.
- Shields, David S. *Southern Provisions: The Creation and Revival of a Cuisine*. Chicago ; London: University Of Chicago Press, 2015.
- Stanonis, Anthony Joseph, ed. *Dixie Emporium: Tourism, Foodways, and Consumer Culture in the American South*. University of Georgia Press, 2008.
- Stokes, Ashli Quesinberry, and Wendy Atkins-Sayre. *Consuming Identity: The Role of Food in Redefining the South*. Univ. Press of Mississippi, 2016.
- Tompkins, Kyla Wazana. *Racial Indigestion: Eating Bodies in the 19th Century*. New York: NYU Press, 2012.
- Tippen, Carrie Helms. *Inventing Authenticity: How Cookbook Writers Redefine Southern Identity*. 1 edition. Fayetteville: University of Arkansas Press, 2018.
- Tipton-Martin, Toni. *The Jemima Code: Two Centuries of African American Cookbooks*. Austin: University of Texas Press, 2015.
- Twitty, Michael W. *The Cooking Gene: A Journey Through African American Culinary History in the Old South*. New York, NY: Harper Collins, 2017.
- Veit, Helen Zoe, ed. *Food in the Civil War Era: The South*. 1 edition. East Lansing, MI: Michigan State University Press, 2015.
- Wallach, Jennifer Jensen, ed. *Dethroning the Deceitful Pork Chop*. Food and Foodways. Fayetteville: The University of Arkansas Press, 2015.
- Witt, Doris. *Black Hunger: Soul Food And America*. Minneapolis, MN: University of Minnesota Press, 1999.