

ACM Newberry Seminar for Research in the Humanities



FOOD FOR THOUGHT: COOKING, EATING AND DRINKING IN CHICAGO

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Cities are shaped by people, and people are in turn shaped by the food they grow, process, cook and consume. This course explores how Chicago's development as a center of agricultural commodity markets left its mark on Chicago's architecture and urban geography, how the 1893 Chicago Columbian Exposition introduced new foods and cuisines to eager American consumers, and how Upton Sinclair's 1904 novel *The Jungle* brought the harrowing conditions in Chicago slaughterhouses to the attention of a horrified American public, leading to reforms in food safety (but not Sinclair's hoped-for revolution in workers' rights). Immigrants to Chicago continue to bring both their labor and their food cultures to the city, and we will consider the restaurant industry as a center of immigration activism in today's Chicago. Chicago has also been shaped by the movement of people within the nation, and we will

examine how the Great Migration of African Americans to Chicago from the rural south in the early to mid-twentieth century resulted in the culinary tradition of ‘soul food,’ leaving a mark on the city’s restaurants and grocery stores and becoming a source of identity and debate for black activist movements. Finally, we will reflect on how food preparation intersects with gender and gender roles. Throughout the semester, we will attend to the way that ethnicity, race, class, and gender shape individuals’ relationships to food as well as the way that individual lives are remembered in archives.

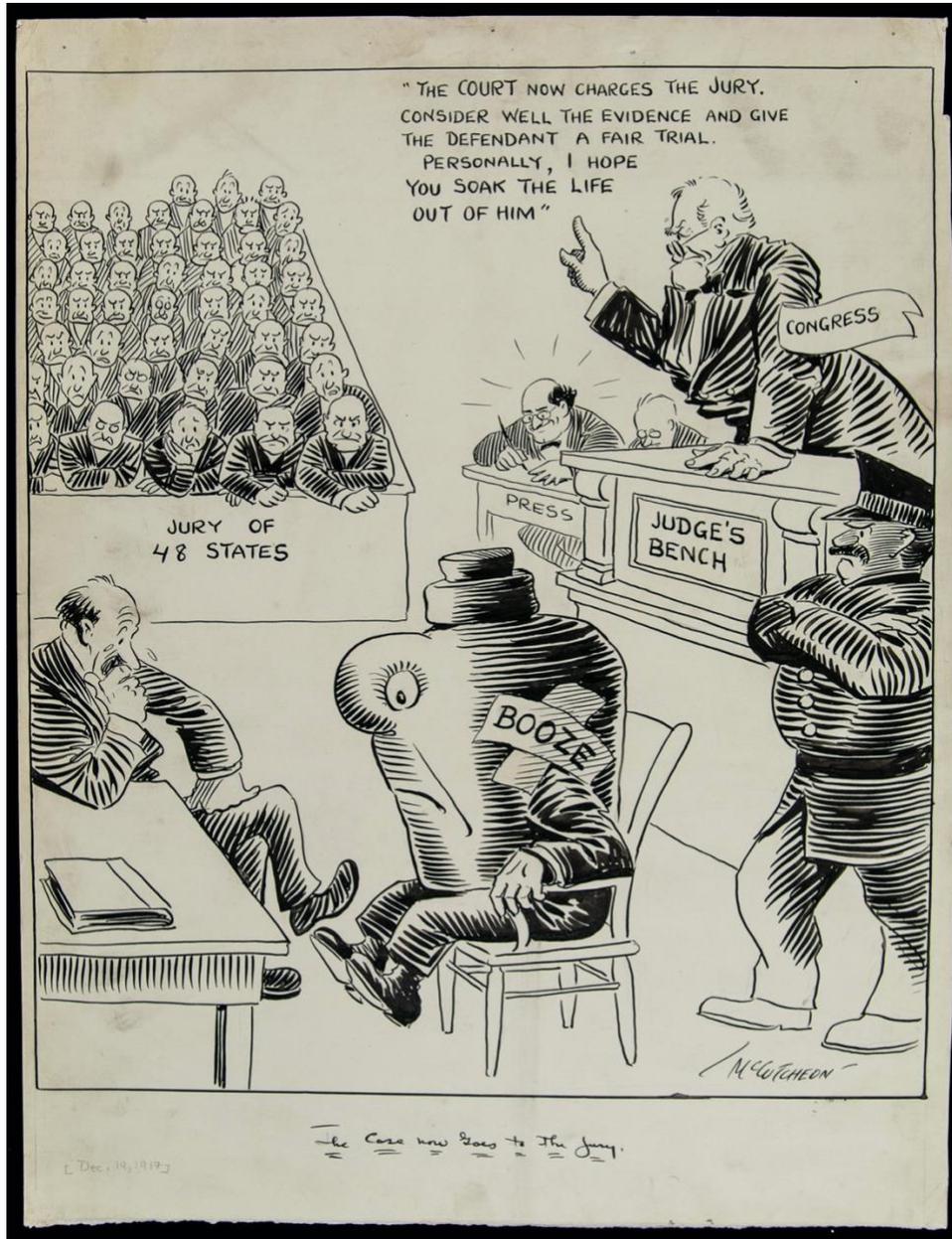
The seminar will consist of two parts: a course with assigned readings, online responses, short presentations, and in-class discussions; and an individual project, with self-directed archival research that culminates in a major research paper (30-40 pages). During the first part, which will last 8 weeks, the seminar will blend archival work with experiential learning (visits to restaurants, neighborhoods, architectural landmarks, museums, and archeological sites). This first part will resemble a typical seminar at a liberal arts college, except that we will be learning about—and actively using—the library’s collections as we conduct our discussions. Our syllabus allows us to draw on the range and depth of the Newberry’s collections in a variety of areas – cookbooks, journals, World’s Fair ephemera, and the world-leading collections of records of Native American culture – while highlighting the experiences of diverse groups of people, including women, Native Americans, African Americans, and immigrants to the US from Europe, Asia, and Latin America.

Throughout the seminar, through a series of scaffolded assignments, you will also begin to develop your own research projects that rely on the Newberry’s materials. The point of the seminar is to learn how to do original research, not only to navigate, but also to feel comfortable in, an archive. The second part of the course, which will last six weeks, will be fully devoted to immersion in and completion of your individual projects. Much of this period will consist of meetings with your professors and the Newberry librarians, though we will continue to meet as a group in order to share research findings, make presentations, receive feedback, hone interpretations, work on analytical writing, and drink up the emotional support of your comrades and instructors. This group ethos will be amplified, throughout the semester, by field trips, social occasions, and regular Newberry lectures. We are tremendously excited, and we hope that you are, too.

Seminar Objectives

By engaging in the various activities of the course, students will learn how to conduct original research, including:

1. How to formulate research questions that can culminate in a larger project;
2. How to locate primary research sources that will help inform the research;
3. How to synthesize primary sources and secondary literature to form a cohesive answer to the research question;
4. How to write up and revise the research project in manageable stages;
5. How to present your research to an interested audience.



Week One. Introduction and Methods

Attendance: Given the immersive nature of this program, you are required to attend every seminar, field trip, or event. Students are encouraged to alert instructors if they anticipate missing more than one class session; excessive absence will result in a lower grade for the course.

What does it mean to study the history of people and places through food? What can we know, and not know, about how people cooked and ate in the past? In this first week, we explore the kinds of materials that are gathered in the Newberry's archives and consider how scholars use the history of food to explore larger questions of identity and belonging. Instructors will lead students through two case studies on primary texts – documents relating to agricultural practices in medieval England and the history of food in North America.

Research plan: *This week, we will work on brainstorming activities to explore students' interests and the viability of different research topics. Individually and in groups, students will reflect on their previous research experiences, discuss strategies for developing research questions, and craft research goals for the semester.*

Readings taken from:

Katharine Vester, *A Taste of Power: Food and American Identities* (University of California Press, 2015)

Warren Belasco, *Food: The Key Concepts* (Oxford: Berg, 2008), 15-34.

Chicago Food Encyclopedia, selections

Walter of Henley and other treatises of Estates Management (ed. Oschinsky)

In the archives:

Introduction to the Newberry's collections (overview)

Maggs Bros, *Food and drink through the ages, 2500 B.C. to 1937 A.D.* (London: 1937).

George Vasey, *Illustrations of eating, displaying the omnivorous character of man, and exhibiting the natives of various countries at feeding time* (London: J.R. Smith, 1847).

Possible activities:

Skype lecture with Marissa Nicosia, author of the blog *Cooking in the Archives*

Week Two. Food and Place: Chicago as an Agricultural Capital

How did the rise of Chicago as center of wealth and population follow from developments in agriculture and transportation? This week, we explore the nineteenth-century rise of Chicago as a center of commerce for agricultural commodities. How is the city intertwined with the countryside that supports it (and that it supports in turn)? Our readings are augmented by the Newberry's collections of family papers recording the lives of farmers in the Midwest in the nineteenth century.

Research plan: *This week, we will work on learning how to navigate a major research library by locating and requesting primary and secondary sources. We will evaluate strategies for reading a collection guide to identify keyword search terms. Together, we will build a set of potential primary sources that we could examine for a sample research project.*

Readings taken from:

Bill Cronon, *Nature's Metropolis* (W.W. Norton, 1992).

Arturo Warman, *Corn and Capitalism* (University of North Carolina Press, 2003).

Tim Cresswell, *Place: A Short Introduction*.

In the archives:

Selections from the **Steele-Winters Family Papers**

Selections from the **John Montgomery Roberts Diaries, 1831-1886**

Selections from the **Rowley Family Journals**

Selections from the **Rodgers Family Papers, 1773-1925**

Henry L. Ellsworth, *Improvements in agriculture, arts, &c. of the United States* (New York: Greeley & McElrath, 1843).

John S. Wright, *Prairie farmer: devoted to western agriculture, horticulture, mechanics and education* (Chicago: Jas. J Langdon Printer, 1852).

Guide map to Chicago streets and Stockyards (Chicago: Rand McNally, 1883).

Possible activities:

Architectural tour of the historic skyscrapers in Chicago's Loop

Week Three. Urban Tastes: Chicago as a Food Capital

This week focuses on the 1893 Columbian Exposition and its role in cementing Chicago as an international center of fashion and cuisine. The Columbian Exposition introduced the American public to foods like tamales (alongside new industrial innovations including pancake mix and breakfast cereal) and changed the way Americans ate by introducing the first cafeteria. We will examine the fair's legacy, including on the architecture and landscape of Chicago in its surviving campus at the Museum of Science and Industry. How do cities, operating as national and international crossroads, shape the way we eat? Our study is enhanced by the Newberry's rich collection of ephemera from the Columbian Exposition.

Research plan: *This week, we focus on research methods with archival sources. Each group will present a primary source on food history and the Midwest. Student groups will outline the subsequent interpretive steps for understanding the value of their source while putting together a short bibliography of secondary sources.*

Readings taken from:

Normon Bolotin and Christine Laing, eds. *The World's Columbian Exposition: The Chicago's World's Fair of 1893* (University of Illinois Press, 2002).

Cindy Lobel, *Urban Appetites: Food and Culture in Nineteenth-Century New York* (University of Chicago Press, 2015).

Erik Larson, *The Devil in the White City* (Vintage, 2004).

In the archives:

Selections from the **Alan Calavano Collection of World's Fair Postcards and Ephemera, 1876-1990s**

Indexed Standard Guide Map of the World's Columbian Exposition at Chicago (Chicago: Rand McNally, 1893).

Viewbook of the World's Columbian Exposition (1893).

Hubert Howe Bancroft, *The book of the fair: an historical and descriptive presentation of the world's science, art, and industry, as viewed through the Columbian Exposition at Chicago in 1893* (Chicago: The Bancroft Company, 1893).

Childe Hassam, *Womans building: Worlds Columbian Exposition, Chicago* (Compliments of Montgomery Ward & Co. Chicago, 1893).

Possible activities:

Visit to the Museum of Science and Industry

Jackson Park (<https://www.choosechicago.com/articles/entertainment/explore-the-devil-in-the-white-city/>)

Week Four. Temperance and Prohibition in Chicago

This week, we turn to the special role of alcohol in Chicago's history and food traditions. We uncover a series of countervailing forces throughout the nineteenth and early twentieth centuries: brewing and drinking beer had an important social and economic role in European immigrant communities in the city, yet an increasingly powerful temperance movement linked the abolition of alcohol to a set of larger progressive goals. The Women's Christian Temperance Union (headquartered in Chicago and then Evanston) merged a temperance agenda with suffrage and labor activism. At the same time, the group elevated white Protestant culture in ways that marginalized ethnic and religious minorities. Attempts to regulate and limit breweries led to clashes with German-born immigrants in mid-nineteenth century Chicago. Prohibition and the passage of the 18th Amendment dramatically changed the economic landscape of the city, ushering in the infamous Al Capone era. This week grounds our work for the rest of the course in thinking about how gender, ethnicity and class play out through food and drink.

Research plan: Student presentations on possible research topics followed by workshopping of project ideas to narrow down research questions, contextual framing, and source materials.

Readings taken from:

Thomas Pegram, *Battling Demon Rum: The Struggle for a Dry America, 1800-1933* (1998)

Daniel Okrent, *Last Call: The Rise and Fall of Prohibition* (Scribner, 2011)

Ruth Bordin, *Woman and Temperance: The Quest for Power and Liberty, 1873-1900* (Rutgers University Press, 1990).

Joe Binder, *Al Capone's Beer Wars: A Complete History of Organized Crime in Chicago During Prohibition* (Prometheus Books, 2017)

In the archives:

Selections from the **Temperance Pledge Collection (1839-1970)**

Woman's Christian Temperance Union minutes book (Powellton, Ill., 1901-1906)

Possible activities:

Guest Lecture by Kevin Kaufmann; Visit to Chicago Brewseum; Prohibition tour

Weeks Five and Six. Food and Migration I: Labor

These weeks consider the impact of immigration on the production and consumption of food in Chicago. We begin with the history and legacy of Chicago's stockyards, and the way they shaped the social landscape of the city (as well as the food traditions of the nation). Upton Sinclair

intended to draw attention to terrible working conditions endured by the recent immigrants in the stockyards, but he ended up sparking a food safety movement instead. How does the marketing and packaging of food obscure the labor that went into its production? Our work will be complemented by materials from the Newberry's archives in socialist publishers and organizations, including the records of the Charles Kerr Publishing company, which published some of Sinclair's works. We will continue with a consideration of patterns of immigration today and the importance of immigrant labor within the Chicago restaurant industry, and restaurant-led activist movements such as the 'day without immigrants.'

Research plan: *Students workshop drafts of their work and work in groups to refine their research questions and the significance of their arguments.*

Readings taken from:

Upton Sinclair, *The Jungle* (Doubleday, 1904).

Carl Sandberg, "Chicago"

Rick Halpern, *Down on the Killing Floor: Black and White Workers in Chicago's Packinghouses* (University of Illinois Press, 1997).

Rob Hill, "Coming of Age in the Back of the Yards," in Videobook

Roger Daniels, *Coming to America: A History of Immigration and Ethnicity in American Life* (Harper Perennial, 2002).

Dylan Gottlieb, "Dirty, Authentic...Delicious: Yelp, Mexican Restaurants, and Appetites of Philadelphia's New Middle Class." *Gastronomica* 39-48 (2015).

Katharine Vester, "'The American Table': Tourism, Empire, and Anti-Immigration Sentiment in American Cookbooks in the Nineteenth Century," *Transnational American Studies* (2012), 445-465.

Saru Jayaraman, *Behind the Kitchen Door* (ILR Press, 2013).

Krishnendu Ray, *The Ethnic Restaurateur* (Bloomsbury, 2015).

Donna R. Gabaccia, *We Are What We Eat: Ethnic Food and the Making of Americans* (1998).

In the archives:

Selections from the **Charles H. Kerr Publishing Company Records, 1885-1999**

Selections from the **Frederick D. Countiss Chicago Stockyards Industrial Park Photographs**

Selections from the **Mexican Hometown Associations Oral History Project Records (2016)**

John Drury, *Dining in Chicago*, with a foreword by Carl Sandburg (1931).

Frank Glossop, *A comprehensive travel guide to America: a complete directory-guide to the business and sights of Chicago* (Chicago, 1879).

Otis Tufton Mason, *Migration and the food quest; a study in the peopling of America* (Washington: Smithsonian institution, 1896).

Possible activities: Tour of the Back of the Yards and visit to The Plant; guest lecture from Gill Gualtieri (ACM-Newberry Seminar alum)

Week Seven. Food and Migration II: Movement and food traditions

This week, we consider how The Great Migration transformed food culture in Chicago. What is the relationship between food and racial and ethnic identity, and how does this take shape in an urban context? How are food traditions, and the meanings attached to food, shaped by the movement of people within the nation? We will consider the development of 'soul food' as an urban expression of rural southern foodways drawing on African, European, and Native American food traditions, and then explore how Black nationalist movements alternately embraced soul food as an expression of a distinct African-American identity and advocated moving beyond soul food into other distinctive diets, including vegetarianism. In addition to a rare copy of an early soul food cookbook published in Chicago, our work this week will be complemented by the Newberry's holdings related to African-American activism in the city.

Research plan: *Submission of finalized annotated bibliographies and research proposals. Students will formalize their research schedules with their groups and with the professors.*

Readings taken from:

Davarian L. Baldwin, *Chicago's New Negroes: Modernity, The Great Migration, and Black Urban Life* (University of North Carolina Press, 2007).

The Autobiography of Malcolm X (1965), excerpt

Amiri Baraka, "Soul Food" (1962).

Elijah Muhammad, *How to Eat to Live: Book 1* (1967), excerpt

Tracy Poe, "The Origins of Soul Food in Black Urban Identity: Chicago, 1915-1947" *American Studies International* 37:1 (1999), 4-33.

Frederick Douglass Opie, *Hog and Hominy: Soul Food from Africa to America* (New York: Columbia University Press, 2008).

William C. Whit, "Soul Food as Cultural Creation," in *African American Foodways:*

Explorations of History and Culture, Anne L. Bower, ed. (Illinois, 2007): 45-58.

Jennifer Jensen Wallach, ed., *Dethroning the deceitful pork chop: rethinking African American foodways from slavery to Obama* (Arkansas, 2015).

Michael Twitty, *The Cooking Gene: A Journey Through African American Culinary History in the Old South* (HarperCollins, 2017).

Psyche A. Williams-Forsen, *Building houses out of chicken legs: Black Women, Food, and Power* (UNC Press, 2006).

Jennifer Jensen Wallach, "How to Eat to Live: Black Nationalism and the Post-1964 Culinary Turn" *Study the South* (2014).

In the archives:

Rufus Estes, *Good things to eat, as suggested by Rufus* (1911).

Mary Ulmer & Samuel E. Beck, *Cherokee cooklore: preparing Cherokee foods* (1951).

Selections from the **E. Winston and Ina D. Williams NAACP Papers, 1940s-1986**

Selections from the **Ernest A. Griffin Family Papers**

Selections from the **Chicago Black Lives Matter Protest Collection, 2014-**

Possible activities: visit to Soul Vegetarian Restaurant; Walking tour of Pullman National Monument and Pullman Porter Museum; DuSable Museum

Week Eight. Home Cooking: Food and Gender

This week considers home cooking in the twentieth century, and the way that the division of spaces of food preparation into domestic (home cooking) and public (restaurants) in turn creates gendered divisions of labor. How does the way we make and consume food produce and reinforce both gender roles and gender itself? Our readings will be paired with selections from the Newberry's extensive archive of 20th century Midwestern cookbooks.

Research plan: *In weeks 8 and beyond, peer-editing and revision continue each week along with individual meetings with professors.*

Readings taken from:

Ruth Schwartz Cowan, *More Work for Mother* (Basic Books, 1985).

Sarah Bowen, Sinikka Elliott, Joslyn Brenton, "The Joy of Cooking?" *Contexts* 13.3 (2014): 20- 25.

Silvia Federici, "Wages Against Housework" from *Revolution at Point Zero* (2012). Alice Randall, "Grandma" from *Soul Food Love* (2015).

Elizabeth Engelhardt, *A Mess of Greens, Southern Gender and Southern Food* (University of Georgia Press, 2011).

Sherrie Inness, *Cooking Lessons: The Politics of Gender and Food* (Rowan & Littlefield, 2001).

Laura Shapiro, *Something from the Oven: Reinventing Dinner in the 1950s* (Penguin Books, 2005).

In the archives:

Highlights from the **Stuart W. Miller Collection of Midwestern Recipe Books**

Mrs. Owens' cook book and useful hints for the household (1883).

Doris E. Fleischman, *An outline of careers for women: a practical guide to achievement* (N.Y.: Doubleday, Doran and Co., 1928).

Grading

You will receive 16 credits for your Newberry experience—8 for the seminar and 8 for your individual project. You will receive a grade for each part of the course.

Seminar: To facilitate creativity and risk taking as you formulate your research project, all work in the seminar will be graded by completion. You will receive points for each assignment you successfully complete.

Seminar Assignments

Response Readings as Assign	20
Presentations on Field Trips	20
Newberry Colloquia	5

Research Project Scaffolding

Research Inventory	5
Archive Search	5
Presentation on Primary Sources	5
Research Proposal	5
Close Reading of Primary Source	10
Annotated Bibliography	10
Close Reading of Primary Source	10
Revise Proposal/First Paragraph	5
Total	100

Project: Your research project will receive grades as follows. As long as you have completed the scaffolding assignments satisfactorily, you should easily earn a high mark.

Rough Draft	30%
Final edited paper	40%
Presentation of Research	30%

All assignments are due by the deadline indicated. Late work will only be accepted in cases of medical or personal emergency