University of Pittsburgh  
Department of Communication  
Fall Semester 2013  
COMMRC 2226 MEDIA AND CULTURAL STUDIES  
(crosslisted with Cultural Studies[AREA D] and Women’s Studies)

Food, Media, and Culture

CRN 28780
Instructors:
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Affiliate Faculty Member in Cultural Studies and Women’s Studies
and
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CR HRS: 03.0 Course
Thursdays, 1:00-3:55 P.M.
Eleventh floor seminar room, CL-1128

Food (its production, commodification, preparation, and consumption) is and has long been a site of cultural formation, tension, and negotiation. Food’s mediated representations across time and space consequently offer a lens through which to view the ever-shifting and elusive cultural politics of the food experience, along with the racial, ethnic, class, gendered, and transnational fissures that have characterized it. Insofar as this course considers food culture as it moves through systems of mediated representation involving print, film, radio, television, and the Internet, it provides an introduction not only to media studies as an area of inquiry, but also to the way cultural studies scholars have engaged issues of power, empire, globalization, inequality, social difference, representation, and reception in media. Topics include: the gender politics of celebrity chefs; food countercultures (from Sylvester Graham to veganism); cookbooks and other food media’s place in the “world of goods”; race and gender in food product advertising; food media’s role in colonialism and postcolonialism (e.g., “coca-colonization”); media’s role in food and social movement campaigns; media representations of food in fostering global awareness and forming diasporic ethnic identities; food journalism (especially, mass-market magazines) in gendered class formations; the social dimensions in media of gorging, fasting, and dieting (from Hogarth’s 18th century depictions of gluttony to pro-ana websites); and food event depictions as transformative devices in cinema (e.g., dysfunctional dinner scenes).

A range of classroom exercises involving group will provide hands-on experience in developing interpretative strategies and approaches in dealing with various primary sources (e.g., film clips, or live Internet sessions). Combining one or more of these methods, students will, in the course
of the semester, develop a research project, conference proposal for presenting it, and a draft paper and “mock presentation” of the material in a conference-like setting in the classroom. That will account for half the course the grade, the remainder resulting from class discussion and exercises.

Through discussions of assigned readings, students will be expected to develop an approach to mediated food-culture study that they will apply in a conference-presentation-length (10-12 pages), primary-source-based research paper, which includes a one-page conference paper proposal draft, bibliography, and oral presentation of the paper (students have an option to prepare an article-length paper, but it does not replace the conference paper course requirement). The paper must engage primary source material in a way that applies course concepts.

**Course grade.** Each student’s course grade will derive from the quality (i.e., substantive comments reflecting deep engagement with the assigned text) of his or her participation in discussion of assigned readings during each class meeting, oral reports, and other in-class activities on the individual semester research topics throughout the semester (one half); and the degree to which the final paper and conference paper (including the presentation of it) and written assignments (topic/media/primary sources; bibliography; proposal; outline; and first three pages) demonstrate both a firm grasp of mediated food-culture study concepts and a deft application of some of food-media-culture research methodologies discussed throughout the course (one half).

**Course Goals**

- To introduce students to interdisciplinary cultural studies scholarship on media and food around the world for print, film, radio, and television, from the early twentieth century down to the present, with an eye to social issues of race, class, gender, and sexuality.
- To integrate this scholarship into humanities-oriented communication studies.
- To survey primary sources available for the study of food, media, and culture.
- To train students in the collection, analysis, and interpretation of primary sources regarding food, media, and culture.
- To guide students in developing a paper worthy of being delivered at a premier academic convention.
- To build through group discussion a classroom-based “community of inquiry and understanding” regarding food, media, and culture.

Generally, each meeting (except the first) will consist of three segments. The first is devoted to research projects; the second to discussing the assigned readings; and the third to classroom exercises and discussion concerning primary sources.

Required reading excerpts will be approximately 100 pages per week and will be drawn from the bibliographies below and distributed in .pdf format either directly to e-mail accounts or via CD-ROM.
Guidelines for Preparing Required Readings for Class Discussion

Things to look for in each of the readings:
- Author’s thesis or main point
- Evidence and methods the author uses
- The manner in which evidence and methods interact with the thesis or main point
- Concepts that the author employs
- Key secondary source references

Things to think about for each reading:
- Two positive points, two negative points about it
- Synthesis with course concepts, readings assigned for that day, and with prior course readings
- Ask yourself: “in light of the reading, what further scholarly investigation should be done and how might it be accomplished?”

Attendance Policy. Because this a research seminar with an unfolding agenda and discussion community, attendance at every meeting is necessary. However, if a student must miss a class due to a legitimate reason, he or she must prepare a 5-page response to all the assigned readings for that class and submit it no later than the next class meeting. All other material (e.g., reports on research) assigned for the meeting is also due then.

Academic Integrity Statement
“Students in this course will be expected to comply with the University of Pittsburgh’s Policy on Academic Integrity [http://www.provost.pitt.edu/info/ai1.html]. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and cell phones with texting capabilities.”

Special Notice to Students with Disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 216 William Pitt Union, 412-648-7890 (telephone) or 412-383-7355 (TDD) or 412-624-3346 (FAX) as early as possible in the term period. DRS will verify your disability and determine reasonable accommodations for this course.

SCHEDULE OF CLASS MEETINGS AND READING ASSIGNMENTS

Aug. 29: PRELUDE: INTRODUCTIONS
A. Discuss course syllabus
B. Round-robin introductions of research interests
C. Discussion of primary sources for mediated food study
UNIT I: PRINT MEDIA

Sept. 5: Cookbooks


WORKSHOP: Locating Primary Sources

Sept. 12: Periodicals


WORKSHOP: Oral history interviewing

Sept. 19: Food and Writing

Short Excerpts From Celebrated Food Writers:

Bourdain, Anthony. “From Our Kitchen to Your Table.” In his *Kitchen Confidential*:

Brillat-Savarin, Jean Anthelme. “Aphorisms by the Professor.” In his Physiology of Taste: or, Transcendental Gastronomy (1825). Via University of Adelaide.


Other Required Readings:


UNIT II: FILM, BROADCAST, AND DIGITAL MEDIA

Sept 26: Film


IN-CLASS EXERCISE: Round-robin reports: preliminarily identify topic, media, and primary source(s) to be used in student projects

Oct. 3: Radio

Oct. 10: Television

WRITTEN ASSIGNMENT DUE: one page, stating
1)what type(s) of media you will be considering;
2) what primary source(s) you will be consulting;
3) your topic (two or three sentences)
IN-CLASS EXERCISE: Round-robin reports: on topic and primary source(s) to be used in student projects. Each student will share examples of their primary sources with the class and provide a brief analysis of them.
Oct 17: New Media
[see http://www.youtube.com/watch?v=qBaEAqQWlxQ]

WORKSHOP AND IN-CLASS EXERCISE: Building bibliography, including supervised individual searching.

UNIT III: RESISTANCE AND DOMINATION
Oct 24: Social Difference and Advertisements
Witt, Doris. “‘Look Ma, the Real Aunt Jemima!: Consuming Identities under Capitalism.” In her Black Hunger: Soul Food and America, 21-53. Minneapolis: University of
WRITTEN ASSIGNMENT DUE: Bibliography of 1) primary source(s); 2) ten secondary sources

WORKSHOP: Writing the outline and “scholarship paragraph”

Oct. 31: Food and Bodies


IN CLASS EXERCISE: Each student will discuss his or her secondary source bibliography

Nov. 7: Food Countercultures


WRITTEN ASSIGNMENT DUE: Outline and “scholarship paragraph”

WORKSHOP: Writing the 200 word conference proposal and first 3 pages of paper.

Nov. 14: Politics and Social Movements

Germov, John, Lauren Williams, and Maria Freij. “Portrayal of the Slow Food Movement in the Australian Print Media Conviviality, Localism and Romanticism.” *Journal of*

WRITTEN ASSIGNMENT DUE: 200 word proposal

**Nov. 21: Postcolonialism and Globalization**


WRITTEN ASSIGNMENT DUE: First 3 pages.

IN-CLASS EXERCISE: Forming the conference panels

**Nov. 27-No Class** THANKSGIVING BREAK

**UNIT IV: CONFERENCE PRESENTATIONS**

**Dec. 5: Conference I:** All conference papers due—no exceptions—by 12:00 noon.

**Dec. 12: Conference II**
Dec. 17: at noon: Final Papers due
Dec. 18: Grades due

WORKING BIBLIOGRAPHY

General or Theoretical


Cookbooks


Folch, Christine. “Fine Dining: Race in Prerevolution Cuban Cookbooks.” Latin American

Food Journalism and Food Writing
Daydi-Tolson, Santiago. “Hunger and Satiety in Latin American Literature.” In Food for


Langford, Jonathan. “Sitting Down to the Sacramental Feast: Food and Cultural Diversity in The


**Food on Film**


Roth, Luanne. “Beyond Communitas: Cinematic Food Events and the Negotiation of Power, Belonging, and Exclusion.” Western Folklore 64.3/4, Film and Folklore (Summer-Fall, 2005): 163-187.


**Food on the Radio**


Meyers, Cynthia B. “Frank and Anne Hummert’s Soap Opera Empire: ‘Reason-why’


Food on Television


New Media


Fonseca, Vanessa. “Targeting Hispanics/Latinos Beyond Locality: Food, Social Networks, in


Advertising


Mack, Adam. “‘Speaking of Tomatoes’: Supermarkets, the Senses, and Sexual Fantasy in Modern America.” Journal of Social History 43.4 (Summer 2010): 815-842.


Sevillano, M. Luisa, and Angelica Sotomayor. “Food Advertising and Consumption by Students
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Food and Bodies


Guerrini, Anita. “A Diet for a Sensitive Soul: Vegetarianism in Eighteenth-Century Britain.”


**Fasting and Dieting**


**Food Countercultures**


Haydu, Jeffrey. “*Cultural Modeling in Two Eras of U.S. Food Protest: Grahmites (1830s) and Organic Advocates (1960s–70s)*.” *Social Problems* 58.3 (August 2011): 461-87.


—. “The Way to a Man’s Heart: Gender Roles, Domestic Ideology, and Cookbooks in the 1950s.” *Journal of Social History* 32. 3 (Spring, 1999): 529-555.


Stuart, Tristram. *The Bloodless Revolution: A Cultural History of Vegetarianism from 1600 to*
Theophano, Janet. Eat My Words: Reading Women’s Lives through the Cookbooks They Wrote TX644 .T47 2002

Social Movements and Politics
Frank, Dana. “Food Wins All Struggles”: Seattle Labor and the Politicization of Consumption.” Radical History Review 51 (Fall 1991): 64-89.


Sassatelli, Roberta, and Federica Davolio. “Consumption, Pleasure and Politics: Slow Food and..."


**Colonialism and Globalization**


Houston, Lynn Marie. “‘Making Do’: Caribbean Foodways and the Economics of Postcolonial


About your Instructors: Dr. Zboray was born and raised in Stratford, Connecticut, and received his B.A. in History, summa cum laude, from the University of Bridgeport, and his A.M. in American Civilization Ph.D. from New York University, where he studied under Kenneth Silverman, John Tebbel, Ralph Ellison, Thomas Bender, and Richard Sennett. While completing his doctorate he taught at the University of Hartford, the University of Connecticut at Stamford, Pace University in Manhattan, and Post College. He edited the Emma Goldman Papers at the University of California at Berkeley (1984-90)--where he wrote several technical articles about the project for The International Journal of Micrographics and Video Technology, Documentary Editing, American Archivist, and Studies in Bibliography--and was Assistant Professor of History at the University of Texas at Arlington (1989-1992). He was Associate Professor of History at Georgia State University, until Spring 2001, when he was named tenured Associate Professor of Communication at the University of Pittsburgh. He was promoted to full
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and the Cultural Record 44.1 (2009): 101-23. They have in press “Women Thinking: The International Popular Lecture in Antebellum New England and Its Audience,” in The Cosmopolitan Lyceum: Globalism and Lecture Culture in Nineteenth-Century America, ed. Tom F. Wright (Amherst: University of Massachusetts Press, forthcoming 2013). Dr. Zboray has won several awards and honors for his research, including an American Antiquarian Society-National Endowment for the Humanities Residency Fellowship (June 1-Dec. 1, 1992), a Study Grant from the Schlesinger Library on the History of Women (1993), a Benjamin F. Stevens Fellowship at the Massachusetts Historical Society (1994), two full-year National Endowment for the Humanities Fellowships for University Teachers (1998-1999 and 2012), and, in conjunction with Mary Saracino Zboray, a full-year Honorary Visiting Fellowship from the Schlesinger Library, Radcliffe Institute, Harvard University (1998-1999), and, also with her, an Honorable Mention in the 2003 Carrie Chapman Catt Research Prize Competition on Women and Politics from Iowa State University. Georgia State University’s College of Arts and Sciences gave him its Outstanding Junior Faculty Award in 1996. The Zborays’ Everyday Ideas was named best journalism and mass communication history book of 2006 by the History Division of the Association for Education in Journalism and Mass Communication, and was awarded the Triennial E. Jennifer Monaghan Prize for Best Book in the History of Literacy Published in Past Three Years, History of Reading Special Interest Group, International Reading Association. Their Voices without Votes won the Eastern Communication Association’s 2011 Everett Lee Hunt Award annually given for “major contribution to the understanding of rhetoric and communication. “The Bullet in the Book” has received funding awards from the National Endowment for the Humanities (2012) and the Joseph McKerns Research Grant Award, American Journalism Historians Association. They gave the 2010 Edward G. Holley Memorial Lecture, sponsored Library History Round Table, at the American Library Association annual convention in Washington, D.C. In 2010 they won the Wrage-Baskerville Award for Top Contributed Paper, Public Address Division, at the 96th Annual Convention of the National Communication Association, and their 2009 contribution was designated top paper by the Media Ecology Division of NCA. They recently have been named co-editors of U.S. Popular Print Culture, to 1860, volume 6 in The Oxford History of Popular Print Culture, ed. Gary Kelly, 9 vols. (Oxford: Oxford University Press). Dr. Zboray became Director of the Pitt Graduate Program for Cultural Studies in January 2013.