

“Food, Gender, Culture” Class Plan, Tuesday March 26

HOMEWORK: Readings and guided web-exploration.

A) Readings: Students should print, read, and take notes on:

- 1) Appadurai, Arjun. 1988. "How to Make a National Cuisine: Cookbooks in Contemporary India." *Comparative Studies in Society and History*. 30 (1): 3-24.
- 2) Ferguson, Kennan. 2012. "Intensifying Taste, Intensifying Identity: Collectivity through Community Cookbooks." *Signs*. 37 (3): 695-717.
- 3) Wharton, Tim. 2010. "Recipes: Beyond the Words." *Gastronomica*. 10 (4): 67-73.

B) Web-Exploration: Students should visit the Academia Barilla Online menu collection, print a menu, and write a 100-word reflection based on the following prompt:

Prompt: Based on tonight’s reading and research, as well as your own experience, how do cookbooks and menus communicate messages to their readers? What are these messages?

LEARNING GOALS: By the end of Tuesday’s class, students should be able to:

- A) Identify and explain key cookbook reading concepts (Appadurai: “genre proliferation,” “Indian meal structure,” Ferguson: “collective resistance,” Wharton: “prescriptive discourse”)
- B) Appreciate that graphic design (imagery, paper type, text font and layout) relay cultural meaning, appreciate cookbooks and menus as “revealing artifacts of culture in the making” (Appadurai)
- C) Implement key reading concepts to interpret the social messages inherent in two varieties of authentic culinary texts (cookbooks and menus)

IN CLASS ACTIVITIES:

A) Lesson Warm-Up: “Gallery Walk,” 20 minutes

Teacher preparation: **BRING TAPE!** Divide class in half by counting off 1-2-1-2.

Students with even numbers will tape their printed menus to the classroom walls, and become docents. They will use their homework writing to explain their menu to the students with odd numbers, who will file past at regular intervals as though they were in an art museum.

B) Class Discussion: "Blackboard Brainstorm," 20 minutes

Teacher notes: Highlight links between today's Appadurai reading with our class' early Mintz and Ray readings on national cuisine.

The teacher will ask for 3 student volunteers to write on the board. Then, she will ask the class to relate what they believed to be key themes from the reading. The volunteers will record these ideas. Hopefully students will come up with: genre proliferation, meal structure, collective resistance, and prescriptive discourse themselves. If they do not, the teacher will ask the volunteers to add them as related concepts arise.

C) Small Group Work: "Cookbook Close Reading," 20 minutes

With these key ideas available on the blackboard, the students will count off once more, this time by 8's to put them in groups of 4-5. **BRING 8 COOKBOOKS!** Groups will investigate one, interior page of the book and try to determine how one or more of the ideas on the board emerge in this new context. They will examine these cookbooks as objects, analyzing the cover art, heft, and graphic design for cultural meaning.

D) Lesson Wrap Up: "Foodie Feedback," 10-15 minutes

Teacher's notes: This lesson includes a 5-minute time buffer in case one activity runs over. If possible use this extra time to discuss student feedback as a class.

On a blank sheet of notebook paper, students will reflect on their major take-away from today's cookbook lesson, and what they would like to explore further. The teacher will collect these papers to read and address in the next lesson.