



NATIONAL ENDOWMENT FOR THE
Humanities

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Humanities Initiatives at Hispanic-Serving Institutions application guidelines at

<http://www.neh.gov/grants/education/humanities-initiatives-hispanic-serving-institutions>

for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: The History of Food Production and Consumption in the U.S. Gulf Coast Region
Institution: University of Houston
Project Director: Todd Romero
Grant Program: Humanities Initiatives at Hispanic-Serving Institutions

Table of Contents

Application Cover Sheet	1
Table of Contents	2
Summary	3
Project Narrative	4-13
1. Intellectual Rationale	4-6
2. Content and Design	6-9
3. Personnel	9-11
4. Institutional Context	11-12
5. Follow-up and Dissemination	12-13
6. Evaluation	13
7. Statement of Eligibility	13
Budget	14-23
Appendices	24-74
1. Work Plan and Schedule of Activities	25-28
2. Project Bibliography	29
3. Project Directors' CVs	30-35
4. Visiting Scholars' Letters of Commitment and CVs	36-53
5. UH Faculty Letters of Commitment and CVs	54-68
6. Institutional Letters of Commitment	69-72
7. Institutional History	73
8. Letter verifying the University of Houston's status as a Hispanic Serving Institution	74

Summary

“The Gulf Coast Food Project: Humanities Research and Curriculum” is a six semester program to enhance humanities teaching, scholarship, and community engagement through food studies at the University of Houston (UH). It consists of a faculty reading and curriculum development group designed to enrich food studies teaching and develop new courses; a series of public lectures and faculty workshops to catalyze humanities-based foodways scholarship and teaching; and a public conference, “America Eats Revisited,” on race and ethnicity in foodways. The programming is designed to support participating faculty in creating a new interdisciplinary curriculum in Food Studies, including an undergraduate Minor in Food Studies and a Graduate Certificate in Food Studies at UH.

The interdisciplinary study of food – as we propose in this project – brings humanists from a range of disciplines to a common table to explore the ways that food reminds us of who we are and have been, while also pointing us toward what we might become. Food studies examines the foods that people consume, and the impact that food has on our cultural, social, political, and economic lives. Houston and the Gulf Coast region offer us an ideal laboratory for teaching and researching foodways. A rich history as a diverse international crossroads has shaped the region and its relation to multiple points of food production, distribution, and consumption. This project aims to provide faculty with the intellectual and pedagogical tools to develop up to nine new food studies courses illuminating the complex web of relationships that make our region distinctive, and that actively engage students in interdisciplinary research-based learning projects on local topics with global implications that teach them about the world in which they live.

Project Narrative

1. Intellectual Rationale: Dr. Todd Romero and Dr. Monica Perales from the Center of Public History at the University of Houston (UH) propose a six semester humanities project, “The Gulf Coast Food Project: Humanities Research and Curriculum.” Three components comprise the project: 1. A faculty reading and curriculum development group of six to eight UH faculty to provide intellectual support to enrich food studies teaching and develop new courses; 2. A series of closely related public lectures and faculty workshops to catalyze humanities-based foodways scholarship and enrich faculty teaching; and 3. A public conference, “America Eats Revisited,” on race and ethnicity in foodways. The programming supports faculty by creating a new interdisciplinary curriculum in food studies, with the ultimate goal of developing an undergraduate minor and graduate certificate in Food Studies at UH. The proposed grant builds on our past success in developing foodways-centered Public History classes and research projects, and forms a key part of a longer-term goal of developing a Food Studies Institute.

Food studies is one of the most exciting recent developments in the humanities and one that generates tremendous public interest. Broadly defined, food studies examines the foods that people consume, and the impact that food has on our cultural, social, political, and economic lives. Reflecting a common humanity, food is fundamental to our basic needs and animates our identities. In studying food, we learn more about the social worlds we inhabit, and how we participate in shaping the economy, culture, and environment in local, national, and global contexts. As a growing area of study, food studies resonates with special meaning for humanities scholars who explore the cultural dimensions of food production and consumption, and the wide range of social relationships forged through food. Many humanities scholars are drawn to the topic because food is fundamental to identity, labor, economy, culture, and history.

The Gulf Coast Region is an ideal location for a food studies initiative. Our unique geographic location and relation to multiple points of food production, distribution, and consumption afford us a laboratory for teaching and researching foodways. In 2011 Texas was second in the nation for total agricultural output, and remains the leader in cattle production.¹ Known for its tourism and oil production, the Texas Gulf Coast also produces 68 percent of the nation's shrimp (more than Mississippi, Alabama, and Florida combined) estimated at nearly \$170 million annually.² The region has long been a meeting ground of Native, Hispanic, French, African, and Anglo-Americans. Houston is the fourth most populous city in the nation and is now the most diverse large metropolitan area in the United States, surpassing New York City.³ Today, it continues to draw immigrants from all over the world who bring their food to the area. Finally, Houston is home to a vibrant food scene that reflects the region's position as a global crossroads. As John T. Edge, Director of the Southern Foodways Alliance recently wrote, Houston has "emerge[d] as the South's twenty-first century Creole capitol, where Vietnamese pho is as beloved as Cajun gumbo and tandoor-cooked naan smeared with chutney rivals skillet-cooked corn bread smeared with butter."⁴ He celebrates a dynamism that flows from the region's history of race, migration, economy, and culture, identifying a rich field of study for the humanities.

Studying Gulf Coast foodways allows us to engage our students in interdisciplinary research-based learning projects on local topics with global implications that teach them about

¹ USDA, National Agricultural Statistics Service, "2011 State Agriculture Overview: Texas" (May, 2012). http://www.nass.usda.gov/Statistics_by_State/Ag_Overview/AgOverview_TX.pdf [Accessed on June 13, 2013].

² Texas A & M at Galveston Center for Texas Beaches and Shores, "The Dynamic Texas Coast." http://www.tamug.edu/CTBS/about_us/history-mission/doc/Texas%20Coast%20Powerpoint.pdf [Accessed on June 13, 2013].

³ Michael O. Emerson, et al, "Houston Region Grows More Racially/Ethnically Diverse," *A Report of the Kinder Institute for Urban Research & the Hobby Center for the Study of Texas* (2012). http://kinder.rice.edu/uploadedFiles/Urban_Research_Center/Media/Houston%20Region%20Grows%20More%20Ethnically%20Diverse%202-13.pdf. [Accessed June 13, 2013].

⁴ John T. Edge, "Savoring Mutt City: Why Houston is becoming a top-tier destination to eat and drink," *Oxford American*, August 27, 2012, <http://www.oxfordamerican.org/articles/2012/aug/27/new-south-journalism-local-fare/> [accessed on June 7, 2013].

the world in which they live. A focus on labor and laborers – on farms, shrimp boats, and in restaurants and production plants – who help to feed the world, can teach them about longstanding communities, customs, and cultures embedded in food labor. Similarly, studying regional food industries highlights the impact of natural and man-made disasters on the environment, which connect to global demand, markets, and concerns over sustainability. Reflecting our past scholarly work and the region’s diversity, we are particularly interested in foodways, race, migration, and identity. When examined closely, the flow of food and customs across borders over time offers new insights into how we express ethnic and racial identity. Exploring the region’s diversity through immigrant cuisine and food entrepreneurship illuminates larger themes of economic opportunity, social access, and racial limits central to understanding historical change. In sum, our geographic location lends itself – and will sustain – an innovative program of teaching and student-centered research projects that explore the multiple ways we engage food in ordinary and extraordinary ways.

2. Content and Design: To provide intellectual support for developing a food studies curriculum, each component of the project is structured to engage participating faculty in the latest food studies scholarship and pedagogy, as well as to facilitate meaningful interaction between student and public audiences. The first component, the reading and curriculum development group, will serve as the intellectual basis for developing and sustaining food studies curriculum. The readings and discussion topics range broadly to best prepare our core faculty. The spring of 2014 opens with foundational works like Warren Belasco, *Food: The Key Concepts* (2008) and Jeffrey Pilcher, ed., *The Oxford Handbook of Food History* (2012). The readings then turn to the chronological development of American foodways while also attending to a range of key issues in food studies like colonialism, race, ethnicity, gender, labor, environmental impact, taste, globalization, and the development of national cuisine. The readings are balanced between

classics like Sydney Mintz's *Sweetness and Power* (1986) and new work like Carol Counihan's *A Tortilla is Like Life* (2012). We will also read visiting scholars' books, including Jeffrey Pilcher's *Planet Taco* (2012) and Psyche Forson-Williams' *Building Houses out of Chicken Legs* (2006), to cite two examples from the five workshops.

The reading and curriculum development group will facilitate the effective development, presentation, and rollout of new food studies courses. (For a detailed schedule, see "Appendix 1: Work Plan and Schedule of Activities.") Building on the public lectures, readings, discussions, and workshops, our core faculty will develop provisional syllabi and discuss curriculum development with the reading group each semester to meet the deadline for the submission of new classes to the university Undergraduate and Graduate Councils. The grant co-directors and four faculty scholars are committed to developing five undergraduate and two graduate classes: "American Food History" (undergraduate survey course, Drs. Perales and Romero), "Food and Representations" (undergraduate elective, Dr. Northup), "The Medicalization of Food in America" (upper division undergraduate elective, Dr. Schafer), "Food Culture and Disparities in Modern America" (upper division undergraduate elective, Dr. Mizelle) "The Body and Empire in the Americas" (upper division elective, Dr. Goldberg), "Readings in America Food History" (graduate readings course, Dr. Romero and Dr. Perales), and "Global Food History" (graduate readings course, Dr. Romero). The two scholars who have to apply to participate will also be expected to design food studies courses within their disciplines. We will actively promote the seven to nine new food studies courses using social media, departmental websites, and posters.

The second component, the workshops and public lectures by visiting faculty, are also critical to curriculum development. Visiting faculty will lead faculty workshops on topics key to developing outstanding curriculum. The lectures, which will be open to the public, build on our highly successful ongoing "Food for Thought" lecture series, which inspires cross-disciplinary

dialogue on food related topics that engages both academic and general audiences. In fall 2014, Jeffrey Pilcher will lead a faculty workshop on teaching food studies globally and present a public lecture on the globalization of Mexican food. In 2015, Amy Bentley will lead a workshop on cross-disciplinary work in food studies, and lecture on the cultural history of baby food, while Allison Carruth will deliver a workshop and lecture on food in American literature. Programming for 2016 features Psyche Williams-Forsion's workshop on foodways, race, and gender in American culture and a lecture on material culture and food; and Elizabeth Engelhardt, who will discuss food studies in the South with faculty, and give a public lecture on gender, region and foodways. The lectures will be video recorded and posted to our website (www.gulfcoastfoodproject.org), thereby having a significant lasting impact beyond the grant period.

As faculty at a research university, we view our research as integral to our teaching. The third component of the grant project, the public academic conference titled "America Eats Revisited" in November 2016, will bring together scholars conducting cutting edge research and teaching to inform our curricular efforts and bring new insights to food studies. The conference takes up a seminal event in American food history in a new way. Beginning in 1935, Federal Writer's Project employees set out to document the roots of unique regional American food practices in a project called "America Eats." In the context of the economic and social upheaval of the Great Depression, "America Eats" asserted national unity – beginning at the tables where meals were shared across the country. "America Eats Revisited," will explore the diverse food culture of the United States to examine the creative ways that ethnic communities asserted a collective identity through their foodways, adapted to the realities of shifting racial, social, and economic hierarchies in the United States, and confronted dominant depictions of ethnic customs, practices and bodies. A conference focused on such issues – explored in the faculty reading and

curriculum development group, workshops, and public lectures – underscores the value of food studies scholarship to effective pedagogy on our diverse campus.

A Call for Papers will circulate in the Spring 2014. This conference will bring together 10 to 15 food scholars to explore the diverse meanings of American food cultures. Topics might include: food entrepreneurship; folk healing and foodways; labor in agriculture and food processing; cultural representations of ethnic foodways; food and race in American literature; food and colonialism; migration; and the commercialization and mass marketing of ethnic foods. Participants will convene on the day before the public conference to workshop previously circulated papers, followed by a full day of public presentations of individual works. To engage a broad academic and public audience, we will stream and record all public presentations for our website. We also anticipate the publication of an edited volume drawing on the conference presentations, tentatively titled “America Eats Revisited: Race, Food, and an American Nation.” We have discussed the project with acquisitions or food studies series editors at the University of Texas Press, University of Georgia Press, and University of Arkansas Press, and remain confident that the scholarship presented at the conference will see another life in print.

3. Personnel: Co-Directors, Drs. Todd Romero and Monica Perales, founded the Gulf Coast Food Project in 2009. An award-winning teacher, Romero is a specialist in colonial and Native American history, with experience in oral and public history. He is the author of several articles and the book *Making War and Minting Christians: Masculinity, Religion, and Colonialism in Early New England* (University of Massachusetts Press, 2011). Romero also worked as a fruit picker, burger flipper, prep cook, busboy, and waiter from his early teens through graduate school. The Assistant Director and Graduate Program Coordinator at the Center for Public History, Perales is an expert on Chicano/a, oral, and public history. She is the author of several articles and the awarding-winning book, *Smelertown: Making and Remembering a Southwest*

Border Community (University of North Carolina Press, 2010). Inspired by her grandmother's perfect flour tortillas, and the physical work they entailed, her current book project is a study of Mexican American women, food, and labor in the Southwest in the early 20th century.

To meet our goals, we also draw on a talented group of four faculty scholars and two additional UH faculty who will apply later to join the reading and curriculum development group. Dr. Temple Northup is an Assistant Professor of Communications and has taken a leadership role in the Gulf Coast Food Project by developing, with Perales, a classroom-based documentary film program (accessible at our website) and social media outreach. He brings expertise on the ways that advertising and other media shape our food system and popular tastes. Historians Drs. Rick Mizelle, James Schafer, and Mark Goldberg work in medical humanities. Mizelle is the author of *Backwater Blues: The Mississippi Flood of 1927, Race, and Cultural Imaginations of Disaster* (University of Minnesota Press, forthcoming). His current project, "Sugar Diabetes: Medical Entitlement, High Technology, and the Cultural Landscape of Diabetes in America," reflects his interests in food disparities, politics, and public health. Schafer, an Assistant Professor of Medical History, is the author of *The Business of Private Medical Practice: Doctors, Specialization, and Urban Change in Philadelphia, 1900-1940* (Rutgers University Press, forthcoming). He wants to pursue the connections between food and medicine, especially the medicalization of food in American life. Assistant Professor Goldberg is a historian of Chicano/a history who specializes in 18th and 19th century Texas borderlands and is completing a book manuscript, "The Health of Empires: Health Practices and Expansion in the Texas Borderlands, 1780-1861." The importance of food to understanding healing and colonialism runs through both his teaching and research.

We have carefully chosen our five outside faculty workshop leaders to fit with the core values of the project, facilitate curriculum development, and catalyze faculty interest in food

studies. Jeffrey Pilcher, Professor of History, University of Minnesota, is a leading food studies scholar and the author of several books on food history, most recently *Planet Taco: The Globalization of Mexican Food* (Oxford University Press, 2012). An Associate Professor in the Department of Nutrition, Food Studies, and Public Health at New York University, Amy Bentley is a cultural historian at work on a history of baby food and the author of *Eating for Victory: Food Rationing and the Politics of Domesticity* (University of Illinois Press, 1998). She is a co-founder of the Experimental Cuisine Collective, a group of scientists, food studies scholars, and chefs dedicated to working across disciplinary and professional boundaries in the study of foodways. Allison Carruth, Assistant Professor of English, University of California, Los Angeles studies American literature, the advent of an industrial food system, and the rise of biotechnology. She is the author of *Global Appetites: American Power and the Literature of Food* (Cambridge University Press, 2013). Psyche Williams-Forsen, Associate Professor, American Studies, University of Maryland is the author of the award-winning book *Building Houses Out of Chicken Legs: Black Women, Food, and Power* (University of North Carolina Press, 2006). Professor of American Studies at University of Texas, Dr. Elizabeth Engelhardt is the author or editor of five books, most recently *A Mess of Greens: Southern Gender and Southern Food* (University of Georgia, 2011) and a founder and board member of the nonprofit “Foodways Texas.”

4. Institutional Context: The second most diverse university in the nation, the University of Houston is a Carnegie-designated Tier One research university located in Houston, Texas. Enrolling over 38,000 students, the university’s mission combines the charge to “offer nationally competitive and internationally recognized opportunities for learning” with a commitment to “a broad agenda of research and creative activities.” Engaging the major engines of economic development in city and region, UH is a leader in research in the fields of Health, Arts, and Energy. Our proposed food studies curriculum reflects the city’s diversity and aligns with

university goals and priorities in each of these areas, as food illuminates important social, cultural, economic relationships embedded in each.

The Gulf Coast Food Project emerged from ongoing efforts to develop a humanities-based food studies program at UH, which has enjoyed strong support from the Center for Public History (CPH) and the College of Liberal Arts and Social Sciences. Since 1984, the CPH has engaged public audiences and trained students to work in a wide range of humanities organizations. With this support, the Gulf Coast Food Project presently includes a lecture series, “Food for Thought”; several courses; four research projects that feature oral histories, photographs, short documentary films, and other related materials; and a website, gulfcoastfoodproject.org. UH’s nationally recognized excellence in humanities disciplines including History, English, Classics, Philosophy, Political Science, Hispanic Studies, and Modern and Classical Languages sustains our work in food studies, as do partnerships with the Blaffer Art Museum and the Conrad N. Hilton College of Hotel and Restaurant Management.

The proposed curriculum development project represents the next crucial step in developing an undergraduate minor and graduate certificate in Food Studies, and ultimately, a Food Studies Institute at UH. To date, our food studies-themed courses have generated great interest from students and administrators for their innovative content, formats, and public engagement. A team-taught course offered in the Fall 2012 brought together undergraduate students in communications and graduate students in public history to produce short documentary films on Houston food culture. The films (available on our website) engaged students in collaborative research that promotes student success, and are a model for combining food studies research and teaching in a manner that reflects the diversity of the university and region.

5. Follow-up and Dissemination: This project’s long-term impact is threefold. First, and most significant, during the grant faculty participants will develop seven to nine new food studies

courses that will serve as the core of an undergraduate minor and graduate certificate in food studies and will be offered on a regular schedule. The momentum generated by all grant programming will serve as inspiration for other new course offerings. Public programming will catalyze further interest in food studies curriculum from across campus among faculty who may be interested in offering their own food-themed courses, as we direct our energies to create a Food Studies Institute at UH. Second, all public presentations will be recorded and maintained on our website. Supported by College of Liberal Arts and Social Sciences Instructional Design and Technology team and student interns, this site is a growing concern where we currently provide links to lecture videos and content related to our research history projects. The videos of public programming during the grant period will enhance our content and online presence and reach a wider audience. Third, papers from the conference will be the basis of an edited collection. Once published, we are hopeful that it will represent an important intervention in food studies scholarship and will also become a useful classroom text.

6. Evaluation: Evaluation of the faculty reading and curriculum development group will be ongoing. We will determine a schedule for the completion and submission of new courses to college committees to ensure that we meet our goals. Standard and specialized course evaluations will assist us in developing a core set of courses in the reading and curriculum development group. Public programming will be evaluated according to attendance as well as qualitative evaluations. All evaluation information will help us to further refine the Gulf Coast Food Project for future success in curriculum development and research.

7. Statement of Eligibility: We are submitting a letter from the Department of Education confirming the University of Houston's current status as a Hispanic Serving Institution.

Appendices

Appendix 1: Work Plan and Schedule of Activities

Appendix 2: Project Bibliography

Appendix 3: Project Directors' CVs

Appendix 4: Visiting Scholars' Letters of Commitment and CVs

Appendix 5: UH Faculty Letters of Commitment and CVs

Appendix 6: Institutional Letters of Commitment

Appendix 7: Institutional History

Appendix 8. Letter verifying the University of Houston's status as a Hispanic Serving Institution

Appendix 1: Work Plan and Schedule of Activities

Spring and Fall 2014

Responsibilities

(Todd Romero will be primarily responsible for organizing, convening, and facilitating all events—public lectures, workshops, and Reading and Curriculum Development Group Meetings—with the support of Monica Perales and the Center for Public History staff.

Tasks

1. Reading and Curriculum Development Group: Confirm meeting times, order and distribute books, photocopy supplementary works, secure meeting rooms, and facilitate discussions.
2. Public Lectures and Workshops: Confirm travel and lodging, secure meeting rooms, reserve filming equipment and personnel, prepare introductions, facilitate events, and post video and/or audio to appropriate websites.
3. Curriculum Development: Romero and Perales workshop, refine and submit their courses (“American Food History” and “Graduate Readings in American Food History”) to the Undergraduate Committee and Graduate and Professional Studies Council by deadline (typically in October of every year) and schedule to teach the classes in the following academic year.

Events

Spring

1. March, Organizational Meeting with Faculty Scholars and Co-directors.
 - a. Discussion: (1) Warren Belasco, *Food: The Key Concepts* (Berg, 2008), (2) Jeff Miller and Jonathan Deutsch, eds., *Food Studies: An Introduction to Research Methods* (Berg, 2010), (3) John T. Edge, Elizabeth Engelhardt, and Ted Ownby, eds. *The Larder: Food Studies Methods from the American South* (University of Georgia, 2013), and (4) selections from Jeffrey M. Pilcher, *The Oxford Handbook of Food History* (Oxford University Press, 2012).
2. April, Reading and Curriculum Development Group Meeting: Colonial American Foodways
 - a. Discussion: (1) Trudy Eden, *The Early American Table: Food and Society in the New World* (Northern Illinois University Press, 2010) and (2) Selections from Michael A. LaCombe, *Political Gastronomy: Food and Authority in the English Atlantic World* (University of Pennsylvania Press, 2012).
 - b. Todd Romero and Monica Perales present provisional syllabi and course plans for “American Food History” and “Graduate Readings in American Food History.”
3. May, Reading and Curriculum Development Group Meeting: Setting an American Table
 - a. Discussion: (1) Harvey Levenstein, *Revolution at the Table: The Transformation of the American Diet* (Oxford University Press, 1988) and (2) Sidney W. Mintz, “Eating American” in Mintz, *Tasting Food, Tasting Freedom: Excursions into Eating, Culture, and the Past* (Beacon Press, 1996), 106-124.

Fall

1. August, Jeffrey Pilcher, University of Minnesota, (1) will present a public lecture on the globalization of Mexican food and (2) lead a faculty workshop on teaching food studies globally (Topic: Globalizing Food Studies)
 - a. Workshop Reading: Jeffrey M. Pilcher, *Planet Taco* (Oxford University Press, 2012).
2. September, Reading and Curriculum Development Group Meeting: Food Politics

- a. Discussion: Marion Nestle, *Food Politics: How the Food Industry Influences Nutrition and Health* (University of California Press, 2002); (2) Anne Short, Julie Guthman, and Samuel Raskin, "Food Deserts, Oases, or Mirages: Small Markets and Community Food Security in the San Francisco Bay Area," *Journal of Planning Education and Research* 26:3 (2007): 352-364; and (3) Tim Lang, "Food industrialization and Food Power: Implications for Food Governance," *Development Policy Review* 21:5-6 (2003): 555-568.
3. October Reading and Curriculum Development Group Meeting: Considering the WPA "America Eats" Program
 - a. Discussion: (1) Mark Kurlansky, ed., *The Food of A Younger Land: A Portrait of American Food--Before the National Highway System, Before Chain Restaurants, and Before Frozen Food, When the Nation's Food Was Seasonal* (Riverhead Books, 2010); (2) Arjun Appadurai, "How to make a National Cuisine: Cookbooks in Contemporary India," *Comparative Studies in Society and History* 30:1 (1988): 3-24. [JSTOR]; (3)
 - b. Richard R. Wilk, "Real Belizean Food": Building Local Identity in the Transnational Caribbean," *American Anthropologist* 101:2 (1999): 244-255. [JSTOR]
 - c. Romero and Perales submit the courses "American Food History" and "Graduate Readings in American Food History" to the university for approval.

2. Spring and Fall 2015

Responsibilities

(Perales will be primarily responsible for organizing, convening, and facilitating all events—public lectures, workshops, and reading and curriculum development group meetings—with the support of Romero and the Center for Public History staff. The Graduate Student Conference Facilitator will be responsible for conference planning and arrangements under the joint supervision of Perales and Romero).

Tasks

1. Reading and Curriculum Development Group: Confirm meeting times, order and distribute books, photocopy supplementary works, secure meeting rooms, and facilitate discussions.
2. Public Lectures and Workshops: Confirm travel and lodging, secure meeting rooms, reserve filming equipment and personnel, prepare introductions, facilitate events, and post video and/or audio to appropriate websites.
3. Curriculum Development: Northup and Mizelle workshop, refine and submit their courses ("Food Culture, and Disparities in Modern America" and "Food and Representations") to the Undergraduate Committee and Graduate and Professional Studies Council by deadline (typically in October of every year) and schedule to teach the classes in the following academic year.
4. "America Eats Revisited" Conference: Draft conference call-for-papers and contact invited speakers, hire graduate student Conference Facilitator, and make all local arrangements for rooms, catering, lodging, and filming.

Spring

1. February, Reading and Curriculum Development Group Meeting: Anthropological Perspectives on Women, Foodways and Identity

- a. Discussion: (1) Carole Counihan, *A Tortilla is Like Life: Food and Culture in the San Luis Valley of Colorado* (University of Texas Press, 2010) and (2) Mary Douglas, “Deciphering a Meal” in Carole Counihan and Penny Van Esterik, eds., *Food and Culture: A Reader* (Routledge, 1997), 26-54.
2. March, Amy Bentley, New York University, (1) will present a public lecture on her book project on the cultural history of baby food, and (2) lead a faculty workshop on working across disciplinary boundaries. (Topic: Working Across Disciplinary Boundaries in Food Studies).
 - a. Discussion: (1) Amy Bentley, *Eating for Victory: Food Rationing and the Politics of Domesticity* (University of Illinois, 1998) and (2) “The Frontiers of Food Studies,” with Warren Belasco, Carolyn de la Pena, and Psyche Williams-Forsen, *Food, Culture and Society*, 14:3 (2011): 301-314.
 - b. Northup and Mizelle present provisional syllabi and course plans for “Food Culture, and Disparities in Modern America” and “Food and Representations.”
3. April, Reading and Curriculum Development Group Meeting: Race, Power, and the Rise of a Global Food Market
 - a. Discussion: (1) Sidney Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (Penguin Books, 1986) and (2) “Introduction” and selections from Judith A. Carney, *Black Rice: The African Origins of Rice Cultivation* (Harvard University Press, 2002).

Fall

1. September, Allison Carruth, University of California Los Angeles, (1) will present a public lecture on her book *Global Appetites: American Power and the Literature of Food* (Cambridge University Press, 2013) and (2) lead a faculty workshop on food’s role in American literature. (Topic: Literature and Food Studies).
 - a. Discussion: (1) Andrew Warnes, *Hunger Overcome?: Food and Resistance in Twentieth-Century African American Literature* (University of Georgia Press, 2004) and (2) Ruth Ozeki, *All Over Creation* (Penguin, 2004).
2. October, Reading and Curriculum Development Group Meeting: Traveling Food
 - a. Discussion: Lucy M. Long, ed., *Culinary Tourism* (University of Kentucky Press, 2010).
 - b. Mizelle, Northup, Perales, and Romero submit the courses “Food Culture, and Disparities in Modern America,” “Food and Representations,” and “Graduate Readings in American Food History” to the university for approval.

3. Spring and Fall 2016

Responsibilities

Perales and Romero will be jointly responsible for organizing, convening, and facilitating all events—public lectures, workshops, and reading and curriculum development group meetings—with the support of Romero and the Center for Public History staff. They will also run the “America Eats Revisited” conference with the assistance of the Center for Public History staff.

Tasks

1. “America Eats Revisited” Conference: Draft conference call-for-papers and contact invited speakers, hire graduate student Conference Facilitator, and make all local arrangements for rooms, catering, lodging, and filming.

2. Curriculum Development: Schafer, Goldberg, and Romero will submit courses (“The Medicalization of Food in America,” “The Body and Empire in the Americas,” and “Graduate Readings in Global Food History”) to the Undergraduate Committee and Graduate and Professional Studies Council by the deadline and schedule to teach the classes in the following academic year.

Spring

1. February, Psyche Williams-Forson, University of Maryland, (1) will present a public lecture on using material culture to study foodways and (2) lead a faculty workshop food studies, Race, and Gender. (Topic: Food Studies, Race, and Gender).
 - a. Workshop reading: Psyche A. Williams-Forson, *Building Houses out of Chicken Legs: Black Women, Food, and Power* (University of North Carolina Press, 2006).
2. March, Reading and Curriculum Development Group Meeting: The Future of Food
 - a. Discussion: Warren Belasco, *Meals to Come: A History of the Future of Food* (University of California Press, 2006).
 - b. James Schafer, Mark Goldberg, and Todd Romero present provisional syllabi and course plans for “The Medicalization of Food in America,” “The Body and Empire in the Americas,” and “Graduate Readings in Global Food History.”
3. April, Elizabeth Engelhardt, University of Texas, (1) will present a public lecture on gender, region, and foodways and (2) lead a faculty workshop on place and region in food studies.
 - a. Workshop Reading: Elizabeth S.D. Engelhardt, *A Mess of Greens: Southern Gender and Southern Food* (University of Georgia, 2011).

Fall

Events

1. October, Schafer, Goldberg, and Romero submit "The Medicalization of Food in America," “The Body and Empire in the Americas,” and “Graduate Readings in Global Food History” to the university for approval.
2. November, “America Eats Revisited” Conference, 10 to 15 scholars will present papers on the conference theme (detailed in the Project Narrative above) over two days.

Appendix 2: Project Bibliography

- Warren Belasco, *Food: The Key Concepts* (Berg, 2008). \$24.95
- Warren Belasco, *Meals to Come: A History of the Future of Food* (University of California Press, 2006). \$28.95
- Amy Bentley, *Eating for Victory: Food Rationing and the Politics of Domesticity* (University of Illinois, 1998). \$35.00
- Allison Carruth, *Global Appetites: American Power and the Literature of Food* (Cambridge University Press, 2013). \$95.00
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- Lucy M. Long, ed., *Culinary Tourism* (University of Kentucky Press, 2010). \$25.00
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- Sidney Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (Penguin Books, 1986). \$16.00
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- Ruth Ozeki, *All Over Creation* (Penguin, 2004). \$15.00
- Jeffrey M. Pilcher, *The Oxford Handbook of Food History* (Oxford University Press, 2012). \$150.00
- Jeffrey M. Pilcher, *Planet Taco* (Oxford University Press, 2012). \$27.95
- Psyche A. Williams-Forsen, *Building Houses out of Chicken Legs: Black Women, Food, and Power* (University of North Carolina Press, 2006). \$25.00
- Andrew Warnes, *Hunger Overcome?: Food and Resistance in Twentieth-Century African American Literature* (University of Georgia Press, 2004). \$24.95

Appendix 7: Institutional History

University of Houston

The University of Houston's proud heritage of academic excellence dates back to its founding in 1927 as the Houston Junior College. We became the University of Houston in 1934. Two years later, the institution acquired land for a permanent campus, and its first building opened in 1939. The university became a state institution in 1963 and joined the newly created University of Houston System in 1977. Over the years, we grew and prospered. Today, the University of Houston is a Carnegie-designated Tier 1 public research university. Identified as the second most diverse university in the United States, the University of Houston also is a leader in innovative curriculum. We presently serve more than 39,000 students annually with nearly 300 undergraduate and graduate programs. Our undergraduates choose from 120 majors and minors. At the graduate level, we offer 139 master's degree programs, 54 doctoral programs, and three professional degree programs. The university employs 961 tenured or tenure track faculty and 1,145 visiting faculty, lecturers, and adjunct faculty. In 2012, the university became an official Hispanic Serving Institution, Title V.

Center for Public History

Since 1984, the Center for Public History at the University of Houston has been a leader in the field of public history in the city, the state of Texas, and the United States. The Center for Public History conducts research of scholarly value and community use for Houston and the larger region; trains MA and PhD students in public history; and collaborates with affiliated UH faculty from the College of Liberal Arts and Social Sciences; the Honors College, Center for Public Policy, Hilton College Archives, Hines College of Architecture, Bauer College of Business, College of Engineering, Law Center, and MD Anderson Library. Graduates of the program have been employed in various venues, such as the Smithsonian, the Bush Presidential Library, the U.S. Department of Defense, and at academic institutions across the country. By 2011, grants, contracts, and internships under the auspices of CPH and its faculty have exceeded \$3,000,000.