History 485 – D100 SFU

**Food and Culture in Global Historical Perspective**

Summer 2017 Harbourcentre

Weekly Seminars: Mondays 1:30-5:20pm

Dr. Sarah Walshaw {swalshaw@sfu.ca}

Office hrs: Monday mornings HC by app’t; Tues 12:30-1:20pm (AQ 6235); Weds 10-11am (AQ 6235),

Office loc: AQ 6235; 778-782-4534

Follow me on Twitter: @SarahCWalshaw

**Course Description**

Food is a culturally constructed and historically grounded concept. Food production and consumption patterns are potent barometers, and even drivers, of historical and cultural change. In this class, we will examine how historians can use food studies and sources to enrich our knowledge of peoples and patterns in the past. After being introduced to foundational literature, students will pursue the food historical topic of their choice, through reading, writing and food sharing. The ultimate goal is to bring everyone’s contributions together at the end of the course to appreciate global and temporal patterns, as well as tasty idiosyncrasies. Topics will include: innovations in food production, globalizations and the Columbian Exchange, Indigenous foodways, gendered relationships with food, colonial-era food economies, feeding the city, food and religion, and the modern politics of food, including food in the news. This is a reading and research seminar - students will discuss and present readings among their peers, and educate one another regarding their independent research project. Students will be assessed on in-class participation, finding and presenting a scholarly article, and pursuing their research topic through a final paper and in-class presentation. In addition to the texts listed below, students will read primary sources and scholarly articles posted to Canvas.

**Course Texts (available in the bookstore and on reserve in Belzberg Library)**

Carol Counihan and Penny van Esterik (eds), *Food and Culture: A Reader* (Routledge, 2012) e-book

Rachel Laudan, *Cuisine and Empire: Cooking in World History* (Univ. California Press, 2015) e-book

John Krebs, *Food: A Very Short Introduction* (Oxford University Press, 2013)

Kyri W. Claflin & Peter Scholliers *Writing Food History* (Berg, 2013) (recommended)

**Other Useful Sources**

Carney, Judith. *Black Rice: the African Origins of Rice Cultivation in the Americas*. (Harvard University Press, 2001) ISBN 978 0 674008342

Helstosky, Carol (ed.) *The Routledge History of Food.* (Routledge, 2015) online via SFU library

McCann, James C. *Maize and Grace: Africa's Encounter with a New World Crop, 1500-2000*. (Harvard

University Press, 2007) ISBN 9780674025578

Rich, Jeremy. *A Workman is Worthy of his Meat: Food and Colonialism in the Gabon Estuary*.

(University of Nebraska Press, 2007) ISBN 978 0 8032 1091 2

William Kelleher Storey and T. Jones. *Writing History: A Guide for Canadian Students* (any edition)

**Grading and Assignments**

Participation (including discussion questions): 25%

Book Review: 15%

Presentation and leading of class discussion: 15%

Research Paper (including proposal, presentation): 45%

**Course Goals:**

1. To consider how food has shaped history around the globe, how food can potentially reveal novel aspects of social and institutional histories, and how food is connected with personal identity;
2. to be introduced to the core theoretical and methodological literature supporting food history studies;
3. to place food histories in wider regional and global contexts;
4. to build a corpus of food history narratives from around the world;
5. to cultivate student skills in analytical reading, critical thinking, engaging discussion, and peer-editing in an encouraging environment;
6. to experience other food cultures through eating and drinking in class or with classmates;
7. to examine news sources about food and discuss these in class
8. to support student-specific interests and to further academic skills through independently researching, presenting, and writing an original term paper on a topic relevant to the course.

**Course Requirements and Policies**

**Seminar Format**

This course involves a round-table discussion of each week’s readings, including various small group activities and a minimal amount of lecture. It is imperative that you do the readings ahead of time, and bring them to class each week (or notes therefrom) to facilitate discussion. You are expected to contribute to small- and large-group discussions each week. Your participation grade comes from the quality of your contributions, and not just the quantity.

For students who are extraordinarily shy to speak in class, I do have some suggestions for you:

1) write out discussion points ahead of time so you have text to work from (this works particularly well in response to discussion questions posted on Canvas);

2) put your hand up during a discussion of a topic you are interested in – even if your point has been spoken by the time we get to you, you can say “I agree with So-and-so on her point, particularly the part about xyz”;

3) *come see me* for one-on-one discussion of material to boost your confidence ahead of class discussions, to gain additional tips, and to

**Participation (25%)**

You are expected to attend all weekly meetings, to bring with you copies of the week’s readings and to participate actively and substantively in class discussion. Your participation mark will be based largely on the quality and frequency of your contributions to discussion. In order for our class meetings to be both fruitful and enjoyable, you must come prepared and ready to participate. Please note that **two or more unexcused absences during the semester may result in an automatic “0”** for the participation mark (and please note that I may count excessive tardiness as an unexcused absence). An absence is considered “excused” only if you alert the instructor at the time of an illness or other emergency.

**Discussion Questions** *–* A portion of your participation mark comes from submitting questions or comments for Weeks 2 & 3 (Foundations); for two book reviews in Week 4; and in response to student research presentations Weeks 12 & 13. Discussion questions for Weeks 2&3 should derive from critical analysis of the readings for each week, potentially including comparisons with previous course readings, or the other assigned readings for that week. They must be questions that generate sustained discussion and debate (usually “how” or “why” questions), that require in response a thoughtful consideration and interpretation of the readings, and that illuminate something significant about those readings and/or the larger themes of the class. Please note that we will not be able to address all topics covered in your individual submitted questions, so please be prepared to engage discussion on other topics as well. **Discussion questions should be posted to the entire class via Canvas by midnight on Sunday night.**

**Food in the News**

How, when, and why does food make the headlines? During each class we will take 10-15 minutes to discuss the latest news stories concerning food – across a range of topics. Students are expected to check internet, newspaper, or other sources to find out recent happenings or developments on old stories, and then contribute news items to the class. Some examples of news sources on the internet include (in alphabetical order):

Aljazeera <http://www.aljazeera.com/>

BBC <http://www.bbc.co.uk>(look in Food Section)

CNN <http://www.cnn.com>(look in Food Section)

Globe & Mail <http://www.theglobeandmail.com/>

Mail & Guardian <http://www.mg.co.za/> (South Africa)

NPR Food <http://www.npr.org/sections/food/>

New York Times <http://www.nytimes.com>(look in Food)

Science Daily <http://www.sciencedaily.com/news/plants_animals/agriculture_and_food/> Yahoo <http://news.yahoo.com/>

**Leading a Class Discussion (15%)**

Once during the semester you will be responsible for choosing a research topic and assigning 1-2 readings (such as: a scholarly article, book chapter, possibly biography/autobiography and recipes, but films and podcasts or other media presentations are also permissible) and making a presentation to the class and leading class discussion. Possible topics are available Weeks 4-12 in the syllabus below. Leaders should be ready to engage the class with discussion questions, possibly including group activities, and moderate discussion. Please come see me for creative ideas on how to lead discussion and stimulate learning (e.g., small group activities, primary source analyses, debates, images, etc). You will be graded according to your preparedness, your brief (~10 minute) presentation of the key arguments of the reading, the questions or activities you present, and your ability to moderate discussion. Presentations should also include some food or drink that thematically relates to the presentation, where possible. We will organize this early in the term: a sign-up collaborative document is posted on Canvas.

**Book Review (15%) – due Week 4**

Students are to look up and find an academic book of their choosing, related to the food history of a region, time period, and/or food item, and to get approval of the instructor on the choice of book (in person or via email). Students will write a 1000-1500-page review of the book, considering the intentions of the author, the methods/sources used, and the strength of the analysis and conclusions. Consider how useful this book may be to fellow students in their own paper research, or to students and teachers working in the region or topic or time period. You are welcome to choose a book that will be useful to your own research project, such as: monographs, edited volumes, and biographies/autobiographies. Book Reviews will be posted on Canvas for the benefit of the entire class. You are encouraged to view sample book reviews from a relevant scholarly journal, e.g., *Food and Foodways,* although I do caution against using a review of the *chosen* book.

Please follow the style for book reviews standard in major journals such as *American Historical Review*. Your book review should have a title that reflects the nature of your analysis of the work, and a subheading that gives the full bibliographic information of the work. Book reviews are generally 1.5-2.5 pages single-spaced, and references are only necessary if you cite a work other than the book under review (which you can cite parenthetically by giving a page number or last name and page number). Strong book reviews critically engage with the content of the work - including the main arguments, data, and methodological/theoretical perspective. Weak book reviews are repetitive and overly concerned with superficial aspects of the work, such as writing style, and may be spotty in coverage.

**Research Paper (45%)**

Building on questions and themes introduced in this course, you will research and write an original paper on some aspect of food history. Research papers should present a research question and thesis (statement of working argument), integrate scholarly opinions on this topic (literature review), and argue your thesis with support from primary and secondary sources. A fundamental research approach would be to ask “How does a food history approach illuminate (something) about (region/time period/thematic) history?”

All Research Papers should be roughly 15-20 pages in length (including footnotes) and conform to the standards outlined below. **Research Paper Proposal (abstract and bibliography of work substantively in progress) is due June 09 on Canvas. Final Research Papers are due Aug 12 on Canvas.**

**Proposal (10%) – Draft due to in-class workshop June 19; Final submission Due June 23** - All students will submit a proposal of their term paper, comprising a one-paragraph (single spaced) summary of the proposed paper and a list of key sources located to date. It is expected that students will include the background rationale for their topic, research question, the major argument(s) they will address, and a working hypothesis if possible. Sources do not have to be cited within the paragraph, but full references should be located in a bibliography. Choose five of your most important sources and create annotations for these works (describe the work and how you will use it in your paper, in about 3 sentences). A suggested descriptive title is required. This is worth 10% of your overall grade and is designed to both encourage early work on the paper and to obtain helpful feedback during the research and writing process. A good way to get started is to read ahead in the syllabus or course texts and examine the historical time period/research questions/foods that interest you most. Also come and see the instructor for ideas about sources and arguments.

**Presentations (10%)** – Students will present their key research paper findings to the class in 15-20 minute presentationsduring **Student Conferences held July 31**. Scheduling of these presentations will be organized in July according to topic. However, I know that for some students these kinds of presentations are not positive experiences and may be more challenging than useful, so to these students I offer an alternative exercise in gaining valuable peer feedback on their project in progress:

**OR**

**Peer-Editing (10%) -** As part of your paper writing process, you will submit a complete draft of your term paper to a fellow student for peer review, and you in turn will peer review a student’s paper. Peer review will be co-ordinated later in the semester. Peer reviewers will be graded on their evaluation of and suggestions for improving the paper’s organization, language, grammar/spelling, sources, and analysis. Research paper authors should then take appropriate consideration of the peer reviewer’s suggestions into account while constructing the final draft of their paper. Research paper authors will be graded both according to their final product and how they revise their draft according to the peer reviewer’s suggestions, with the understanding that not all of your peer editor’s suggestions need to be followed. **Copies of both the edited drafts and the final research paper are due to the instructor by midnight August 12th .** Students can upload their files onto Canvas or turn in hard copies.

**Final Paper (25%) – Due August 12 via Canvas -** Your final original research paper should be 15-20 pages **typed, double-spaced, with one-inch margins and in 12-point font**. Please **paginate** all written work you turn in, ensure that your name and the date are included, and provide your paper with a **topical title**. All sources used for quotes, paraphrasing, ideas, images, etc, should be cited using Chicago-style footnotes. For the correct format of footnotes and bibliography, please consult the latest editions of the *Chicago Manual of Style* or Kate Turabian’s *Manual for Writers of Term Papers, Theses and Dissertations* (both of which are available on the SFU library website). For help with the researching, writing, and editing of your written work, I highly recommend “A Pocket Guide to Writing in History” by Mary Lynn Rampolla (Bedford/St Martin’s, 2007), available in the library, bookstore, and on the instructor’s bookshelf. Written work should be carefully composed and edited – visit the Student Learning Commons for help with researching and writing a History paper, or see the instructor. Feedback offered during the peer-review session is most valuable when the student writer has created as complete a draft as possible.

***Please note that extensions will only be granted with documented medical excuses or other emergencies. Papers that are submitted late without such documentation will be penalized****:* they will be graded down one third of a letter grade (for example, “A-” to “B+”) for each day they are late.

**Cautions**

**In-Class Behaviour** - Please respect the learning environment: silence and stow away your cell phones; restrict computer use to note-taking or article reading only; and move quietly if you have to arrive late or leave early. You may eat and drink during class so long as you do not disturb others while doing so – in fact I will be serving food when possible, TBA.

**Respectful Engagement** - We will be addressing sensitive topics at times and I expect students to adopt an analytical and non-judgemental approach to the content of the readings and discussions. Everyone comes to this class with different experiences, knowledge, and expectations; please respect your fellow students by engaging their ideas without personal criticism. Negative comments of a disrespectful nature will result in immediate expulsion from the classroom.

**Accommodations for Illness, Athletes and Students with Disabilities** - Students who serve on an SFU Clan Athletics team or who have registered with the Centre for Students with Disabilities should notify the instructor as soon as possible so we can accommodate you properly. Please note that the CSD handles a variety of short-term situations and chronic conditions, and I highly recommend availing yourself of their services, and those of the Health and Counseling Centre, should you find yourself unable to attend class, complete the readings, etc. Students who are too ill to come to class or complete assignments are expected to inform the instructor by email or phone **immediately** (ie, BEFORE the deadline) to make alternate arrangements.

**Computers** - Students are welcome to bring laptops to class and tutorial for note-taking, following the readings, and consulting news sources; however, other computer activities (checking e-mail, updating your Facebook status to “bored in Food History class!”, playing games, viewing videos) are prohibited as they are obviously disruptive to other students, greatly reduce student engagement in the learning environment, and are highly distracting to the instructor. Students are encouraged to **back up** digital notes and assignments regularly, because computer breakdown is not sufficient excuse for late submission of assignments, or asking for the instructor’s notes. In our experience, a fast and easy way to do this is to **e-mail** back-ups to yourself so they are saved on the server. I also recommend using Canvas or Dropbox to store files.

**Warning about Plagiarism**

Plagiarism of any sort will result in penalties according to university guidelines. For information about plagiarism, please consult the SFU library tutorial: (http://www.lib.sfu.ca/researchhelp/tutorials/interactive/plagiarism/tutorial/introduction.htm), and check out “How not to Plagiarize”: http://www.utoronto.ca/writing/plagsep.html). The definition of plagiarism is the submission of the words, ideas, images, or data of another person **as one’s own** in any academic writing, essay, thesis, research, project or assignment in a course or program of study. Be sure to educate yourself about plagiarism, because ignorance is not a sufficient defense, and penalties include failure of the course and expulsion from the university. Cite the use of another scholar’s ideas or images, put quotation marks around and cite any direct quotes from an article, book, or website, and if you have any questions please feel free to contact me.

**Course Schedule**

\*\*\*Subject to Change. Announcements to be made in class and on Canvas\*\*\*

Foundations in Food History: Theory and Food Origins

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**Week 1 May 08**

**Introduction – Why Food?**

In Class: Introductions, Course planning, Food in the News

READINGS:

Online via SFU library: Carol Helstosky “Introduction: Food and the Historian” in C. Helstosky (Ed.): *The Routledge History of Food* (Routledge, 2015)

Counihan and Van Esterik (also available online via SFU library): Preface to 3rd Ed: “Why Food? Why Culture? Why now?” by C. Counihan and P Van Esterik (pp. 1-18)

Krebs, Ch 2 “I like it!” in *Food: a very short introduction*

<http://interactive.aljazeera.com/aje/2015/what-food-means-to-me-around-the-world-ajeats/index.html>

☐ - Action Item – sign up for one article presentation on Canvas (weeks 4-11), using the “Article Presentation” collaborative document on Canvas.

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**Week 2 – May 15**

**Background: Food in Theory & Prehistory of Food**

In Class: Food/History in the News, Tutorial on Book Review, Discussion of Readings

READINGS:

Online via SFU library: B.W. Higman, *How Food Made History*, “Ch 1 The Creation of Food Worlds” OR “Ch 2 Genetics and Geography” (Wiley-Blackwell 2012)

From Laudan “Ch 1 Mastering Grain Cookery”

From Krebs “Ch 1. The gourmet ape”

<http://www.npr.org/sections/thesalt/2016/06/13/481586649/a-map-of-where-your-food-originated-may-surprise-you>

☐ - Discussion Questions due on Canvas by Sunday midnight

☐ - book review – research titles, choose book

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**Week 3 – May 22 Victoria Day Holiday – Class cancelled**

☐ - work on book review

☐ - sign up for article presentation if you haven’t already done so

☐ - start working on research proposal

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GastroTour: Food Histories Across Time and Space

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**Week 4 – May 29**

**Classical Foods: Ancient History of the Old World**

In Class: Food/History in the News, Presentation/Discussion of Readings, Book Review Workshop – bring draft

READINGS:

Suggested: Laudan, Ch 2 “Barley-Wheat Sacrificial Cuisines of the Ancient Empires 500 BCE – 400 CE”

Student Presenter 1:

Student Presenter 2:

Student Presenter 3:

☐ - book review workshop in class – bring/submit book review draft for class

☐ - upload completed book review to Canvas by midnight June 02

☐ - submit comments on at least 2 papers by midnight June 04

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**Week 5 – June 05**

**Food Histories of the Atlantic Trade Era**

In Class: Food/History in the News, Discussion of Readings

READINGS:

From Counihan and Van Esterik - “Foundations” – Read Ch 8 Mintz “Time, Sugar, and Sweetness”

Student Presenter 1:

Student Presenter 2:

Student Presenter 3:

☐ - Discussion Questions due on Canvas by Sunday midnight

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**Week 6 – June 12**

**Asian Cuisines in Historical Context**

In Class: Food/History in the News, Presentation/Discussion of Readings, Tutorial on Term Paper Research and Writing your Paper Proposal

READINGS:

Laudan, Chapters 3 OR 4 (or see student choices)

Student Presenter 1:

Student Presenter 2:

Student Presenter 3:

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**Week 7 – June 19 Research Proposals Due**

**The Making of Europe: Food Histories**

In Class: Food/History in the News, Presentation/Discussion of Readings, Paper Proposals workshopped

READINGS:

Laudan, Ch 5 OR 6 (or, see student recommendations below)

Student Presenter 1:

Student Presenter 2:

Student Presenter 3:

☐ - Workshop paper proposal drafts in class; final proposal due by midnight June 23rd

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**Week 8 – June 26**

**Indigenous Cuisines in the “New World”**

In Class: Food/History in the News, Discussion of Readings

READINGS:

Thrush, Coll, 2011 “Vancouver the Cannibal: Cuisine, Encounter, and the Dilemma of Difference on the Northwest Coast, 1774-1808” Ethnohistory Vol/Issue: 58 (1): 1-35

Student Presenter 1:

Student Presenter 2:

Student Presenter 3:

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**Week 9 – July 03 – Canada Day Holiday; No Classes**

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 **Week 10 – July 10**

**Controlling Substances: Alcohol and Drugs**

In Class: Food/History News, Presentation/Discussion of Readings, Workshop on Research Papers and Presentations

READINGS:

On Canvas: Justin Willis, “ 'Beer Used to Belong to Older Men': Drink and Authority among the Nyakyusa of Tanzania”, *Africa: Journal of the International African Institute*, Vol. 71, No. 3 (2001), pp. 373-390

Student Presenter 1:

Student Presenter 2:

Student Presenter 3:

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**Week 11- July 17**

**Colonialism and Food**

In Class: Food/History News, Paper Proposals Returned/Discussed, Presentation/Discussion of Readings

READINGS: On Canvas/via SFU Library website:

Jon Holtzman, “The World is Dead and Cooking's Killed It: Food and the Gender of Memory in Samburu, Northern Kenya”, *Food and Foodways*, 14:3, 175-200

Student Presenter 1:

Student Presenter 2:

Student Presenter 3:

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**Week 12 July 24**

**Food and Health – Abundance and Scarcity in Cultural Context**

Food/History News, Presentation/Discussion of Articles, Peer Editing/Presentation Workshop

READINGS:

Online: Elias Mandala, “Beyond the ‘Crisis’ in African Food Studies”, *Journal of the Historical Society*, Vol 3 (3/4, 2003) pp. 281-301.

Student Presenter 1:

Student Presenter 2:

Student Presenter 3:

**Week 13 - July 31**

**Student Conference**

Research Presentations

☐ - Work on Research Papers. For students opting to gain feedback through peer editing, organize exchange of drafts

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**\*\*FINAL RESEARCH PAPERS DUE ON CANVAS BY MIDNIGHT AUG 12\*\***

“Those who are at one regarding food are at one in life.” ~Malawian Proverb