



# Core Curriculum Supplement

**Academic Unit / Office** History / AH 545

**Catalog Year of Implementation** 2019-2020

**Course (Prefix / Number)** HIST / 4321

**Course Title** History of Jewish Food

**Core Proposal Request**

Add to Core Curriculum

Revise course already in Core Curriculum

	<b>Current Core Categorization</b> (New additions: select N/A for this column)	<b>Proposed Categorization for Upcoming Core</b>
Foundational Component Area (required)	N/A (Not currently a Core course)	Language, Philosophy Culture (40)
Component Area Option (optional)	N/A (No Component Area Option)	Writing in the Disciplines (81)
Category Listing: Single or Double?	N/A (Not currently a Core course)	List under the Component Area Option ONLY.

**Core Proposal Rationale** - Please provide a rationale for including, or continuing to include, this course in the UH Core Curriculum:

This 4000-level course is a writing intensive course. It centers on rigorous, critical analysis, and I believe intensive writing is the best way to teach critical thinking in this class.

**Core Objectives** (see [THECB Core objectives](#))

Critical Thinking

Teamwork

Communication

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Please explain how the Core Objectives selected above will be met:

Critical Thinking:

Students will read and discuss primary and secondary sources throughout the semester that present multiple viewpoints about given historical moments. It requires them to think about religion and popular culture critically and historically. They will write four essays asking them to craft historical arguments using a variety of primary and secondary sources. This will include a primary source analysis, closely interpreting sources (cookbooks) and placing them in their historical context. The primary source paper will build on weekly discussions they will have on various kinds of primary sources, asking them to critically consider what constitutes a legitimate historical source. Students will also write reflection papers that include self analysis with respect to course material. Finally, the final paper will ask students to historicize a current event.

#### Communication Skills:

Class participation counts for twenty percent of the students' overall grade. Therefore, small- and large-group discussions will be a regular occurrence in class. The course also will require students to write argument-driven papers, work in groups, and present on their final essays to the class.

#### Social Responsibility:

This class forces students to think about how history has shaped people's lives in our contemporary society. Understanding a multitude of perspectives in a diverse society is central to a functioning democracy.

#### Personal Responsibility:

This class also forces students to understand how they play a role in various historical developments (i.e., cultural formations), even if the history or current events are unsavory. This is also critical for one's ability to understand society from other people's point of view.

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**When submitting this proposal form, please remember to attach a syllabus, learning objectives, and/or sample lesson(s).**

## History 4321 / Jewish Studies / WCL 3397: The History of Jewish Food

University of Houston  
Agnes Arnold Hall 205  
Fall 2018

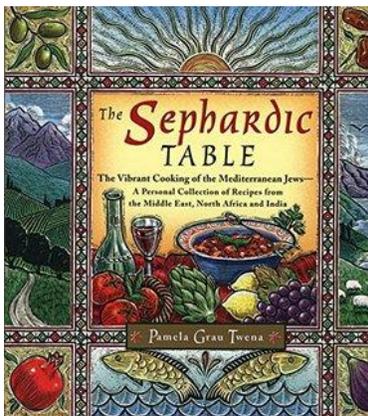
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Professor Mark A. Goldberg  
Office: 545 Agnes Arnold Hall  
Email: magoldberg@uh.edu  
Office Phone: (713) 743-3091  
Office Hours: Mondays & Wednesdays 12:30-2,  
or by appointment



### Course Description

This course explores the history of Jewish peoples and the Jewish diaspora through the study of food and foodways. A focus on Jewish food offers rich avenues into understanding political, social, and economic changes in Jewish life, religious and cultural developments in Jewish communities, gender and women's experiences, Jewish relations with non-Jews, and Jewish social realities throughout the globe. Beginning in the ancient world and moving into contemporary periods, the course examines how Jews have ascribed meaning to food in different times and places and uses food to study Jewish identity, religious practice, community building, anti-Semitism, and historical memory.



### Course Objectives:

1. Students will develop effective analytical skills through close readings and discussions of primary and secondary sources, including works that incorporate social and cultural theory.
2. Students will develop effective writing skills by writing multiple analytical essays.
3. Students will develop effective research skills by writing essays that situate historical documents in their proper contexts using primary and secondary sources.
4. Students will learn how to uncover a multitude of Jewish historical experiences by studying and analyzing Jewish foodways in various times and places.

### Required Readings:

The following books are available at the UH Bookstore and many online retailers. *Kosher USA* is available electronically via the UH Libraries website.

- Hasia R. Diner and Simone Cinotto, eds., *Global Jewish Foodways: A History* (Lincoln: University of Nebraska Press, 2018)
- Roger Horowitz, *Kosher USA: How Coke Became Kosher and Other Tales of Modern Food* (New York: Columbia University Press, 2016)
- Esther Levy, *Jewish Cookery Book* (Kansas City: Andrews McMeel Publishing, LLC, 2012)

You will also read many articles and book chapters, which are located on Blackboard. You are not required to print the readings; however, if you do not print them, please be sure to bring notes or a laptop/device with electronic copies of the readings so that you can discuss them in class.

Some weeks I assign short, two-page articles that give overviews on elements of Jewish history, culture, or religion. These will help you navigate through the longer assigned readings. If you have questions about a term that is not defined in any of the articles, I am also posting a glossary of Jewish terms on Blackboard.

### Grades:

<i>Kosher USA</i> Paper	(20%)	Due Monday, Oct. 8, by class time
Article Analysis Paper	(20%)	Due Friday, Nov. 9, by 5:00pm
Recipe Paper	(15%)	Due Monday, Nov. 19, by class time
Final Paper	(25%)	Due Monday, Dec. 10, by class time
Attendance/class participation	(20%)	Based on regular attendance and participation in class

### Assignments:

All papers must be double-spaced with standard one-inch margins. You will submit all of your essays through their respective Turnitin links on Blackboard.

#### *Class participation (20%):*

The study of history is a conversation among scholars. This course will work best with the completion of weekly readings and active participation in class. We will often be discussing sensitive issues, so please be respectful of your classmates during our conversations. We can all learn something from one another. Other than contributing to class discussion, active and regular participation will help you learn the course material and prepare for your papers. Some days I will require you to email me discussion questions or to prepare something written before or during class. This will count towards your participation grade.

Attendance is mandatory. You are allowed **three (3)** unexcused absences; each absence after that will negatively affect your grade. You may get an absence excused with proper documentation (i.e., jury summons).

Since this course centers on critical analysis, you will write four analytical essays, all outside of class, that total over 3000 words. For each assignment, I will evaluate and offer feedback on your writing, including historical argumentation, essay organization, grammar, sentence structure, and clarity. As interpretive essays, you will analyze primary and secondary sources and engage in historical dialogue by citing your sources to insert yourself in the disciplinary discussion.

*Kosher USA Paper (25%):*

This paper focuses on the book *Kosher USA*, and you will situate primary sources (advertisements for kosher food) in their proper historical context. Using *Kosher USA*, you will historicize a few examples of kosher food ads to understand what the ads say about kosher food and the food industry in the 20<sup>th</sup> century. I will hand out more specific information about this assignment during the semester. This paper is due by the beginning of class on **Monday, Oct. 8.**

*Article Analysis Paper (25%):*

This paper will focus on the Food, Migration, and Community section of the course. Throughout that section, I have paired secondary articles; you will choose one pair to write about, and you will compare and contrast the histories discussed in the articles. I will hand out more specific information about this assignment during the semester. This paper is due by 5:00pm on **Friday, Nov. 9.**

*Recipe Paper (15%):*

Historians use cookbooks and recipes as primary sources, which help scholars answer questions about particular moments in history. To prepare for the final paper, you will write a short essay that analyzes a Crypto Jewish recipe in *A Drizzle of Honey*, which we will be reading from and discussing in November. I will hand out more specific information about this assignment during the semester. This paper is due by the beginning of class on **Monday, Nov. 19.**

*Jewish Cookery Book Final Paper (30%):*

Similar to the Recipe Paper, this essay will be a close analysis of Esther Levy's *Jewish Cookery Book*, which we will be reading and discussing during the semester. This book offers a window into Jewish American life, women's roles, gender ideologies, class relations, and Jewish foodways in the mid-19<sup>th</sup> century. I will hand out more specific information about this assignment. The essay is due by 5:00pm on **Monday, Dec. 10.**

**Accessibility:**

The Center for Students with DisABILITIES (CSD) office provides accommodations and support services to students who have any type of temporary or permanent disability. To request accommodations in class, you must first register with the Center and then provide your instructors with the proper documentation. Please call the CSD at (713) 743-5400 for more assistance.

**Academic Honesty:**

Please be aware of the University's Academic Honesty Policy, which will be enforced in this class. All cases of cheating (in any form) on assignments will be dealt with according to the

official policies set forth by the University of Houston, and may result in expulsion from the university. You may view the university policy and procedures online at <http://www.uh.edu/academics/catalog/policies/academ-reg/academic-honesty/index.php> .

**Student Conduct:**

Students enrolled in History Department courses are in a cooperative classroom and as such are expected to abide by the University of Houston Code of Student Conduct ([http://www.uh.edu/dos/programs\\_and\\_services/behavior\\_and\\_conduct.html](http://www.uh.edu/dos/programs_and_services/behavior_and_conduct.html)) and follow faculty classroom expectations. In an effort for establishing and maintaining a productive, supportive and safe learning environment, I will report disruptive behavior to the Department Chair and Dean of Students. Faculty can limit distracting devices such as laptops, cell phones, headphones and tablets at their discretion. Late entrances and early exits during the class are also considered disruptive.

**One Final Note:** My office hours are on Mondays and Wednesdays 12:30-2. If you have a schedule conflict during my office hours, I am happy to schedule an appointment with you to meet at a different time. Please feel free to stop by to ask me any questions you may have from lectures, discussions, readings, or assignments, or even if you just want to talk about history.

**The best way to reach me is by my regular email.** Please let me know if you have any concerns or if you are having any problems with the course. I hope to make this course instructive, and I am committed to your success in class.

## **Calendar and Assignments**

Reading assignments are to be completed by class time on the day under which they are listed. Readings located in Diner and Cinotto, *Global Jewish Foodways* are marked (DC). Readings located on Blackboard are marked (BB).

This schedule is subject to change.

**Mon., Aug. 20            Introduction**

**Wed., Aug. 22            What is Jewish food history?**

Reading:            Simone Cinotto and Hasia R. Diner, "Introduction: Jewish Foodways in Food History and the Jewish Diasporic Experience" (DC)  
David Kraemer, "Crossing Boundaries" (BB)

## **Food and Religion**

**Mon., Aug. 27            Judaism and Historical Analysis**

Reading:            Eilberg-Schwartz, "Savaging Judaism: Anthropology of Judaism as Cultural Critique" (BB)

**Wed., Aug. 29            Food and Ancient Judaism**

Reading:            Rabbi Joseph Telushkin, "*Tanakh*. Torah" (BB)  
Rabbi Dosick, "Kashrut" (BB)  
David Kraemer, "The Biblical Period: Our Animals, Their Animals" (BB)

**Mon., Sept. 3            NO CLASS – LABOR DAY**

Reading:            Roger Horowitz, *Kosher USA*, 1-47 (available electronically via the UH Libraries website)

**Wed., Sept. 5            Cooks in the Talmud**

Reading:            Rabbi Dosick, "Talmud" (BB)  
Susan Weingarten, "'Magiros,' 'nahtom' and Women at Home: Cooks in the Talmud" (BB)

**Mon., Sept. 10            NO CLASS – Rosh Hashanah**

Reading:            Roger Horowitz, *Kosher USA*, 48-104 (available electronically via the UH Libraries website)

**Wed., Sept. 12**            **The Evolution of Kashrut**

Reading:            David Kraemer, “Separating the Dishes: The History of a Jewish Eating Practice” (BB)  
Ruth Ann Abusch-Magder, “Kashrut: The Possibility and Limits of Women’s Domestic Power” (BB)

**Mon., Sept. 17**            **Contested Ritual**

Reading:            Rabbi Telushkin, “Ashkenazim and Sephardim” (BB)  
Flora Cassen, “The Sausage in the Jews’ Pantry: Food and Jewish-Christian Relations in Renaissance Italy” (DC)  
Robin Judd, “Politics of Beef: Animal Advocacy and Kosher Butchering Debates in Germany” (BB)

**Wed., Sept. 19**            **NO CLASS – YOM KIPPUR**

Reading:            Roger Horowitz, *Kosher USA*, 105-162 (available electronically via the UH Libraries website)

**Mon., Sept. 24**            **Kosher USA (Discussion of Ch. 1-7 of *Kosher USA*)**

Reading:            Roger Horowitz, *Kosher USA*, 163-211 (available electronically via the UH Libraries website)

**Wed., Sept. 26**            **Contemporary Kashrut**

Reading:            Roger Horowitz, *Kosher USA*, 211-257 (available electronically via the UH Libraries website)

### **Food, Migration, and Community**

**Mon., Oct. 1**            **Food and Migration**

Reading:            Hasia R. Diner, “Global Jewish Peddling and the Matter of Food” (DC)  
Marion Kaplan, “From the Comfort of Home to Exile: German Jews and Their Foodways” (DC)

**Wed., Oct. 3**            **Becoming American I**

Reading:            H. Diner, “Food Fights: Immigrant Jews and the Lure of America” (BB)  
Paula Hyman, “Immigrant Women and Consumer Protest: The New York City Kosher Meat Boycott of 1902” (BB)

- Mon., Oct. 8**                    **Film: *Deli Man***  
**\*\*\*DUE: Kosher USA Paper. Submit via Turnitin by class time\*\*\***
- Reading:                    NO READING FOR TODAY
- Wed., Oct. 10**                    **The Deli**
- Reading:                    Ted Merwin, *Pastrami on Rye* excerpts (BB)
- Mon., Oct. 15**                    **Becoming American II**
- Reading:                    Annie Polland, “‘To Jewish Daughters’: Recipes for American Jewish Life, 1901-1918” (DC)  
Marcie Cohen Ferris, “Dining in the Dixie Diaspora: A Meeting of Region and Religion” (DC)
- Wed., Oct. 17**                    **The Meanings of Jewish Food in Eastern Europe**
- Reading:                    Gennady Estraiikh, “Soviet Jewish Foodways: Transformation through Detabooization” (DC)  
Rakefet Zalashik, “Appetite and Hunger: Discourses and Perceptions of Food among Eastern European Jews in the Interwar Years” (DC)
- Mon., Oct. 22**                    **Food and Jewish-Muslim Relations in France**
- Reading:                    Ethan Katz, “A Time of Choosing” (BB)  
Joëlle Bahloul, “The Embodied Republic: Colonial and Postcolonial Sephardic Taste” (DC)
- Wed., Oct. 24**                    **Food and the Holocaust**
- Reading:                    Helene Sinnreich, “‘... And We Eat Like on Yom Kippur’: Women, Food and the Struggle for Survival in the Lodz Ghetto” (BB)  
H. Sinnreich, excerpt, “The Supply and Distribution of Food to the Łódź Ghetto: A Case Study in Nazi Jewish Policy, 1939–1945” (BB)
- Mon., Oct. 29**                    **Food and Community Boundaries**
- Reading:                    Adriana Brodsky, “The Battle Against Guefilte Fish: Asserting Sephardi Culinary Repertoires among Argentine Jews in the Second Half of the Twentieth Century” (DC)  
Ari Ariel, “Mosaic of Melting Pot: The Transformation of Middle Eastern Jewish Foodways in Israel” (DC)

**Wed., Oct. 31**                      **Food and Modern Orthodox Womanhood**

Reading: Susan Starr Sered, “Food and Holiness: Cooking as a Sacred Act among Middle-Eastern Jewish Women (BB)  
Sered, “Sacralizing the Feminine: Food Preparation as a Religious Activity” (BB)

**Mon., Nov. 5**                      **The Bagel**

Reading: Balinska, *The Bagel*, excerpts (BB)  
Monica Perales, “The Food Historian’s Dilemma: Reconsidering the Role of Authenticity in Food Scholarship” (BB)

**Cookbooks and Recipes**

**Wed., Nov. 7**                      **Spain’s Secret Jews**

Reading: Albala, “Cookbooks as Historical Documents” (BB)  
Rabbi Telushkin, “The Spanish Expulsion” (BB)  
Gilitz and Davidson, *A Drizzle of Honey: The Lives and Recipes of Spain’s Secret Jews*, excerpts (BB)

**Fri., Nov. 9**                      **\*\*\*DUE: Article Analysis Paper. Submit via Turnitin by 5pm\*\*\***

**Mon., Nov. 12**                      **Recipes from the Holocaust**

Reading: Rabbi Telushkin, “Concentration Camps” (BB)  
Cara De Silva, ed., *In Memory’s Kitchen: A Legacy from the Women of Terezin*

**Wed., Nov. 14**                      **The Modern Sephardi World**

Reading: Claudia Roden, *The Book of Jewish Food*, excerpts (BB)  
Nancy Berg, “Jews among Muslims: Culinary Contexts” (DC)

**Mon., Nov. 19**                      **Food and Changing Identities**

**\*\*\*DUE: Recipe Paper. Submit via Turnitin by class time.\*\*\***

Reading: Jewish Houston cookbooks, excerpts (BB)  
Michael W. Twitty, “Mishpocheh” (BB)

**Wed., Nov. 21**      **NO CLASS - THANKSGIVING**

Reading: Esther Jacobs Levy, *Jewish Cookery Book*

**Mon., Nov. 26**      **Jewish North America, 19<sup>th</sup> century**

Reading: Esther Jacobs Levy, *Jewish Cookery Book*  
B. Kirshenblatt-Gimblett, “The Kosher Gourmet in the 19<sup>th</sup>-Century Kitchen: Three Jewish Cookbooks in Historical Perspective” (BB)

**Wed., Nov. 28**      **Wrap Up**

**\*\*\*Mon., Dec. 10**      **FINAL PAPERS DUE BY 5PM\*\*\***