The Janice Bluestein Longone Culinary Archive
2. Find and Access
D. Understand that historical records may never have existed, may not have survived, or may not be collected and/or publicly accessible. Existing records may have been shaped by the selectivity and mediation of individuals such as collectors, archivists, librarians, donors, and/or publishers, potentially limiting the sources available for research.

3. Read, Understand, and Summarize
A. Examine a primary source, which may require the ability to read a particular script, font, or language, to understand or operate a particular technology, or to comprehend vocabulary, syntax, and communication norms of the time period and location where the source was Created.

5. Use and Incorporate
A. Examine and synthesize a variety of sources in order to construct, support, or dispute a research Argument.
4. **Interpret, Analyze, and Evaluate**

B. Critically evaluate the perspective of the creator(s) of a primary source, including tone, subjectivity, and biases, and consider how these relate to the original purpose(s) and audience(s) of the source.

C. Situate a primary source in context by applying knowledge about the time and culture in which it was created; the author or creator; its format, genre, publication history; or related materials in a collection.

D. As part of the analysis of available resources, identify, interrogate, and consider the reasons for silences, gaps, contradictions, or evidence of power relationships in the documentary record and how they impact the research process.

F. Demonstrate historical empathy, curiosity about the past, and appreciation for historical sources and historical actors.
Instruction

- English 125 Writing and Academic Inquiry
- Cultural Anthropology 226 Historical Anthropology
- History 260 The United States to 1865
- History 262 The American South Since Reconstruction
- Cultural Anthropology 298 Goods and Goodness
- American Culture 300 Methods
- Art & Design 300 Florilegium
- Comparative Literature 770 Book History
Station 4: WWI and WWII Culinary Ephemera
- How does surviving ephemera (documents intended to be used for a brief time) shape later perceptions of historical events and time periods?

Station 5: Manuscript Cookbooks and Household Accounts
- What can we learn about the past from domestic records like these that we might not learn from other sources? What are some of the limitations of such documents?

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4. Interpret, Analyze, and Evaluate
F. Demonstrate historical empathy, curiosity about the past, and appreciation for historical sources and historical actors.
OCHRA SOUP.

Get two double handfuls of young ochra, wash and slice it thin, add two onions chopped fine, put it into a gallon of water at a very early hour in an earthen pipkin, or very nice iron pot; it must be kept steadily simmering, but not boiling: put in pepper and salt. At 12 o’clock, put in a handful of Lima beans; at half-past one o’clock, add three young cimlins cleaned and cut in small pieces, a fowl, or knuckle of veal, a bit of bacon or pork that has been boiled, and six tomatoes, with the skin taken off; when nearly done, thicken with a spoonful of butter, mixed with one of

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Instruction

- American Culture 103 African American Foodways
- Archaeology 180 The Past and Future of Food at the University of Michigan
- Judaic Studies 218 Jewish Foodways
- Applied Liberal Arts 264 Much Depends on Dinner
- Applied Liberal Arts 264 The Science, Culture, and Politics of Obesity
- English 407 Food and Culture
Applied Liberal Arts 264
Much Depends on Dinner

Etiquette Past and Present

● What jumps out at you as the oddest prescription? Why?

● If you were writing a blog on how to fit into a social event you recently attended, what are 1-2 specific pieces of dining advice that you would give? What significance or meaning would other attendees attach to those behaviors (or their absence)?

Delicate feasting by Theodore Child. 1890
“The object of serving the asparagus on a napkin is to insure perfect draining; the napkin absorbs whatever water may still cling to the stalks. In some unenlightened districts asparagus is served on a layer of toast, which fulfils the same object as the napkin and absorbs the water. If you do find asparagus served on toast, do not offer to eat the toast, any more than you would offer to eat the napkin.”

Dinners, ceremonious and unceremonious, and the modern methods of serving them 1892
“Never bite off a piece from your dinner bread. Do not cut the bread served you at any time. If it is to be buttered, take a small bit, not more than two mouthfuls, and spread it. A slice of buttered bread is much too suggestive of the nursery to please fastidious fellow guests.”

4. Interpret, Analyze, and Evaluate
F. Demonstrate historical empathy, curiosity about the past, and appreciation for historical sources and historical actors.
Applied Liberal Arts 264
Much Depends on Dinner

Cookbooks
- With a partner select one of the books marked with a green flag.

- Spend 10 minutes exploring it, especially title pages, dedications, introductions, etc.

- Find 1-2 really striking passages that grab your attention.

- How might those passages serve as evidence for an argument about women’s role in society in relation to food.

4. Interpret, Analyze, and Evaluate
C. Situate a primary source in context by applying knowledge about the time and culture in which it was created; the author or creator; its format, genre, publication history; or related materials in a collection.
In your small groups, explore the materials at your table, considering the question: *Do Americans eat more or less meat than they did in the late 19th c. (circa 1880-1900)*?

- As a group, come to a consensus on your answer *based on the materials available to you*.
- Designate one person to explain your reasoning and evidence to the class in an informal 2-3 minute presentation.
Each Group received a set of late 19th c. publications:

**NUTRITION INVESTIGATIONS AT THE UNIVERSITY OF TENNESSEE IN 1896 AND 1897.**

**INTRODUCTION.**

The investigations described in this report are (1) studies of the composition of different kinds of meat, including analyses of a side of native Tennessee beef divided into seventeen cuts according to the usages of the Knoxville market, of a side of native Tennessee mutton divided into six cuts, and of twenty Tennessee chickens as purchased in the open market; (2) studies of the nutritive value of the milk collected in the University's dairy and of the milk from the Tennessee Friesian dairy.

**SIXTH EDITION.**

"AUNT BABETTE'S" COOK BOOK.

FOREIGN AND DOMESTIC RECEIPTS FOR THE HOUSEHOLD.

A VALUABLE COLLECTION OF RECEIPTS AND HINTS FOR THE HOUSEWIFE, MANY OF WHICH ARE NOT TO BE FOUND ELSEWHERE.

By "Aunt Babette."

**5. Use and Incorporate**

A. Examine and synthesize a variety of sources in order to construct, support, or dispute a research argument.