

AMST 050:272 American Food, Past and Present

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American food has been formed by the collision of people, animals, plants, recipes, and flavors from all over the globe. A history of encounters between Native Americans, enslaved Africans, and immigrants from around the world has created a national cuisine that is as diverse and varied as its people.

These exchanges have been the sites of inequality and oppression: from enslavement on sugar plantations in early America, to the brutal working conditions facing undocumented migrant food workers today. But American food is also a story of creativity and resilience, inventing a food culture like nowhere else on earth. This course will introduce students to the contexts and controversies of contemporary American food culture, including regional and ethnic food cultures, sustainability, wellness culture, and food media and celebrity.

LEARNING GOALS

Course Learning Goals

- Examine contemporary American food culture through its historical context
- Draw connections between the past, present, and future of American food
- Learn basic research methods
- Analyze a variety of sources from oral histories to secondary sources

Department Learning Goals

- Develop a breadth and depth of knowledge in American cultures, histories, and populations
- Teach students to research and write using interdisciplinary methods
- Train students to develop proper research tools and methods to approach research questions
- Develop critical thinking in multi-platform environments
- Hone writing skills for print and digital environments

Core Learning Goals

- This course satisfies the Core requirement HST: Explain the development of some aspect of a society or culture over time.

COURSE TEXTS

will all be available on the Canvas site or in class.

Course Calendar

COURSE SCHEDULE

MODULE 1: FIRST FOODS

Tuesday, January 21: Introduction and Food as Material Culture

- Ferris, Marcie Cohen. "Chapter 12 The 'Stuff' of Southern Food: Food and Material Culture in the American South" in John T. Edge, Elizabeth S. D. Engelhardt, Ted Ownby, and Sara Camp Milam. 2013. *The Larder : Food Studies Methods From the American South*. Vol. 00004. Athens: University of Georgia Press.

Thursday, January 23: The Columbian Exchange and Indigenous Foods

- "The Three Sisters" in Robin Wall Kimmerer. 2013. *Braiding Sweetgrass : Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*. Minneapolis, Minnesota: Milkweed Editions.
- Alfred Crosby, "The Columbian Exchange" pg 427 - 434
- McManus, Fran. "The Seed Farm" in Edible Jersey Nov 6, 2024.
<https://ediblejersey.ediblecommunities.com/food-thought/seed-farm>
- McManus, Fran. "Ancestral Gifts: The Revitalization and Rematriation of the Maycock and Nanticoke Squash" in *Edible Jersey*. Nov 26, 2024.
<https://ediblejersey.ediblecommunities.com/food-thought/ancestral-gifts-revitalization-and-rematriation-maycock-nanticoke-squash>
- <https://www.pbs.org/wgbh/nova/video/tides-of-tradition/>
- Guest Speaker
 - Fran McManus, Journalist, Edible Jersey

Tuesday, January 28: Commodities of Colonialism: Sugar and Slavery

- "Consumption" in Mintz, Sidney W. (Sidney Wilfred). *Sweetness and Power : The Place of Sugar in Modern History*. New York: Penguin Books, 1986.
- Academic Integrity Module

Thursday, January 30: Patterns of Settlement, Destruction, Expansion: Orchards at the Intersection

- Kerrigan, William. "Apples on the Border: Orchards and the Contest for the Great Lakes." *Michigan Historical Review* 34, no. 1 (2008): 25–41.
- Madden, Melissa. "A Brief and Potentially Erroneous of the Finger Lakes National Forest". *Malus*, Issue 9, Minuteman Press, Santa Rosa, CA: 2020.
- "The Indian Orchard." Humphries, Helen. *The Ghost Orchard: The Hidden History of Apples in America*. Harper Collins Publishers Ltd, 2017.

MODULE 2: FOOD METHODOLOGIES

Tuesday, February 4: Documents: New Jersey Restaurant Menu Collection

***Class meets at Alexander Library, Pane Room, College Avenue Campus Meet directly at this location. Do not go to our usual classroom.**

- *New Jersey Restaurant Menu Collection.*, 1873. Rutgers Special Collections: <https://bit.ly/3Wg5aLf>
- Gabriele, Michael C. *The History of Diners in New Jersey*. Charleston, SC: American Palate, a division of The History Press, 2013.
- Guest Speaker and Class Visit to Archives and Special Collections
 - Christine Lutz, NJ Regional Studies Librarian & Head of Public Services; Librarian, Alexander Library Special Collections and University Archives

Thursday, February 6: Law: Alcohol and Prohibition

- Eighteenth Amendment: <https://constitution.congress.gov/constitution/amendment-18/>
- Alcohol and Tobacco Tax and Trade Bureau: <https://www.ttb.gov/>
- McManus, Fran. “Pressing On: AppleJack’s History in New Jersey. In *Edible Jersey*. Sept 2, 2021. <https://ediblejersey.ediblecommunities.com/drink/pressing-applejacks-history-new-jersey>
- Burns, Ken, Peter Coyote, Lynn Novick, *Prohibition. Episode 2, Nation of Scofflaws*. Geoffrey C Ward, Public Broadcasting Service, and Public Broadcasting Service. Arlington, VA: Public Broadcasting Service PBS, 2011. <https://bit.ly/423fH05>
- Martin, Jonathan. *Prohibition*. Los Angeles, CA: A&E Television Networks, 2001. <https://bit.ly/3BQ6Ynq>
- Guest Speaker
 - James Malchow, Director, Ralston Cider Mill Museum

Tuesday, February 11: Ethnography: Food and Festival

- Adema, Pauline. “CHAPTER TWO: The Festivalization of Garlic: Creating and Celebrating Community in Gilroy.” In *Garlic Capital of the World*. United States: University Press of Mississippi, 2009.
- Adema, Pauline. “CHAPTER SEVEN: Festive Foodscapes: Food Symbolization and Place Making.” In *Garlic Capital of the World*. United States: University Press of Mississippi, 2009.
- Guest Speaker:
 - Polly Adema, PhD, Folklorist and Food Culture Advocate

Thursday, February 13: Media: Food Celebrity, Domestic Goddesses

- Paula m. Salvio. “Dishing It Out: Food Blogs and Post-Feminist Domesticity.” *Gastronomica* 12, no. 3 (2012): 31–39.
- Klancy Miller, *For the Culture: Phenomenal Black Women and Femmes in Food*. Dimensions, 2023.
- <https://www.tanorriastable.com/>
- Tanorria’s Tasting. Master Chef Season 7 Episode 5. <https://www.youtube.com/watch?v=sLrU4jdVIyU>

- Guest Speaker
 - Tannoria Askew – Private Chef, Media Personality, and DEI Consultant, Tanorria’s Table

MODULE 3: FOOD AND REGIONAL IDENTITY: The American South

Tuesday, February 18: Dominant Narratives in Southern Food Discourse

- Lewis, Edna. “What is Southern?” in *Gourmet Magazine*
http://www.gourmet.com.s3-website-us-east-1.amazonaws.com/magazine/2000s/2008/01/whatisissouthern_lewis.html
- Franklin SB. Introduction. In: *Edna Lewis*. University of North Carolina Press; 2018.
- <https://www.southernfoodways.org/interview/edna-lewis/>
- “Tracing a rich history of Black American cuisine in Edna Lewis’ Footsteps” PBS Newshour, May 25, 2023:
<https://www.pbs.org/newshour/arts/tracing-a-rich-history-of-black-american-cuisine-in-edna-lewis-footsteps>
- Selections from: Ferris, Marcie Cohen. *The Edible South The Power of Food and the Making of an American Region*. Chapel Hill: The University of North Carolina Press, 2014.
- Southern Foodways Alliance: <https://www.southernfoodways.org/>

Thursday, February 20: Southern Cookbooks and Housekeeping Manuals

- Selections from: Randolph, Mary. *The Virginia Housewife, or, Methodical Cook*. Luton, Bedfordshire, England: Andrews UK Limited, 2012.
- Selections from: Bryan, Lettice. *The Kentucky Housewife / by Mrs. Lettice Bryan*. Ohio: Shepard & Stearns, 1841, ©1839, 1839.
- Selections from: Tipton-Martin, Toni. *The Jemima Code : Two Centuries of African American Cookbooks*. Austin, Texas: University of Texas Press, 2015.
<https://doi.org/10.7560/745483>.
- “Cooking with Mary Randolph: American Culinary Tradition and The Virginia Housewife.” *Armstrong Undergraduate Journal of History*, n.d.
<https://doi.org/10.20429/aujh.2022.120205>.

Tuesday, February 25: African American Food Histories

- Selections from: Twitty, Michael. *The Cooking Gene : A Journey through African American Culinary History in the Old South*. First edition. New York, NY: Amistad, an imprint of HarperCollinsPublishers, 2017
- In-Class: *High on the Hog*, “Our Founding Chefs,” selection

Thursday, February 27: Food, Religion, Immigrant Experiences: Jewish and Chinese Food in the South

- Selections from: Ferris, Marcie Cohen. *Matzoh Ball Gumbo : Culinary Tales of the*

Jewish South. Chapel Hill: University of North Carolina Press, 2005.

- Introduction and Chapter One: Wong, Chanina. *Caught In-Between: The Mississippi Delta Chinese*. Undergraduate Honors Thesis. Department of American Studies, Rutgers University – New Brunswick, on April 15, 2020.
- Guest Speaker:
 - Chanina Wong, Community Archive and Grants Senior Coordinator, VietLEAD

MODULE 4: FOOD AND AGRICULTURE

Tuesday, March 4: Farming and Environment: The Dust Bowl and Beyond

- Selections from: Hurt, R. Douglas. *Documents of the Dust Bowl*. 1st ed. Santa Barbara: ABC-CLIO, 2023. <https://doi.org/10.5040/9798400641893>.
- Buckley, Cara. “Hidden in Midwestern Cornfields, Tiny Edens Bloom.” *New York Times (Online)*, 2024.
https://www.nytimes.com/2024/10/03/climate/iowa-prairie-farming-environment.html?unlocked_article_code=1.ZU4.5Io0.OaGTledPOTu_&smid=url-share
- *The Guardian (London)*. “‘The Dead Zone Is Real’: Why US Farmers Are Embracing Wildflowers; Strips of Native Plants on as Little as 10% of Farmland Can Reduce Soil Erosion by up to 95.” 2024. <https://www.theguardian.com/environment/2024/dec/26/us-farmers-embracing-wild-flowers-prairie-strips-erosion-pollinators>
- Guest Speaker
 - Karin Patzke, PhD, Texas Master Gardener

Thursday, March 6: Food and Politics: The Farm Bill

- <https://www.usda.gov/farming-and-ranching/farm-bill>
- <https://www.congress.gov/bill/115th-congress/house-bill/2>
- Selections from: Daniel Imhoff, Christina Badaracco. *The Farm Bill: A Citizen’s Guide*. 1st ed. Washington, DC: Island Press, 2019. <https://doi.org/10.5822/978-1-61091-975-3>.

Tuesday, March 11: Equitable, Local, Organic, Sustainable

- Selections from: Penniman, Leah. *Farming While Black : Soul Fire Farm’s Practical Guide to Liberation on the Land*. White River Junction, Vermont: Chelsea Green Publishing, 2018.

Guest Speaker

- Badi Malik and Saphan, Farmers, Insurgent Ecologies

Thursday, March 13: Farm Workers and Activism

- Film: Espinosa, Paul, Alma Martinez, and Espinosa Productions. *Singing Our Way to Freedom / Produced, Directed and Written by Paul Espinosa*. San Diego, California: Espinosa Productions, 2018.

Tuesday, March 18 SPRING BREAK - Thursday, March 20: SPRING BREAK

MODULE 5: FOOD AND HOME

Tuesday, March 25: Historic / Modern Foodways – Changing Technologies

- Selections from: Randolph, Mary. *The Virginia Housewife, or, Methodical Cook*. Luton, Bedfordshire, England: Andrews UK Limited, 2012.
- Selections from: Bryan, Lettice. *The Kentucky Housewife / by Mrs. Lettice Bryan*. Ohio: Shepard & Stearns, 1841, ©1839, 1839.
- Selections from: Twilley, Nicola. 2024. *Frostbite : How Refrigeration Changed Our Food, Our Planet, and Ourselves*. New York: Penguin Press.
- Photo Essay: Butchery at Conner Prairie Museum
- Podcast: Gastropod: Refrigeration

Thursday, March 27: Preservation: Canning, Curing, Fermentation

- Christensen, Danille Elise. “Simply Necessity?: Agency and Aesthetics in Southern Home Canning.” *Southern Cultures* 21, no. 1 (2015): 15–42.
- Ku, Robert Ji-Song. “Kimchi.” In *Dubious Gastronomy: The Cultural Politics of Eating Asian in the USA*, 81–119. University of Hawai’i Press, 2014.

Tuesday, April 1: Gardens: Oaxacan Gardens of New Brunswick

- Oral History: <https://colab-arts.org/landers-garden>
- Exhibit Panels: <https://www.nfolkfest.org/from-each-little-seed/>
- Comic Book: Pineda, Susi and Courtney Menard. *Home the Seeds in My Hands*. coLAB Arts and Rutgers School of Environmental and Biological Sciences, 2024
- Guest Speaker:
 - Mary Nucci, PhD, Associate Teaching Professor, Rutgers University Department of Human Ecology

Thursday, April 3: Seed Saving: Jersey Tomatoes, and Campbell's Soup

- New York Tribune. *A NATIONAL SAUCE: SOMETHING ABOUT TOMATO CATCHUP, SO POPULAR IN THIS COUNTRY How It Is Made In One of New Jersey's Big Factories--Deep Secrets of the Business--A Bit of History About a Famous English Sauce. Maine Farmer (1844-1900)*. Vol. 64. Augusta: American Periodicals Series II, 1896.
- <https://www.libraryseedbank.info/>
- Quattrone, Jeff. “Iconic Jersey Tomatoes, An American Folklife and Foodway”
- Guest Speaker:
 - Jeff Quattrone, Library Seed Bank, Slow Food South Jersey

MODULE 6: FOOD AND SCIENCE

Tuesday, April 8: Plant Breeding: Luther Burbank and Monsanto

- <https://gastropod.com/meet-the-plant-wizard-who-created-your-favorite-fruit-veg-and-paved-the-way-for-monsanto-dominance/>
- <https://gastropod.com/monsanto-or-monsatan-how-and-why-a-st-louis-startup-became-a->

[hated-herbicide-giant/](#)

- <https://gastropod.com/whats-crispr-doing-in-our-food/>
- Zhang, Yingxiao, Aimee A Malzahn, Simon Sretenovic, and Yiping Qi. “The Emerging and Uncultivated Potential of CRISPR Technology in Plant Science.” *Nature Plants* 5, no. 8 (2019): 778–94.

Thursday, April 10: Domestic and Nutritional Science in the Progressive Era

- Van Rensselaer, Martha. *Household Bacteriology [by] Martha Van Rensselaer*. New York (State), 1913.
- Van Rensselaer, Martha. *A Manual of Home-Making, Comp. by Martha Van Rensselaer, Flora Rose, Helen Canon*. New York (State): Macmillan, 1920 [c1919], 1920.
- NANCY K. BERLAGE, and HELENE SILVERBERG. “The Establishment of an Applied Social Science: Home Economists, Science, and Reform at Cornell University, 1870–1930.” In *Gender and American Social Science*, 185–. Princeton University Press, 2021.
- <https://rmc.library.cornell.edu/homeEc/default.html>
- <https://www.cornell.edu/video/martha-van-rensselaer-a-vision-for-the-ages>
- <https://gastropod.com/easy-a-the-superrad-story-of-home-economics/>

Tuesday, April 15: Industrial Food– Jello

- Genesee Pure Food Co, et al.. *[Culinary Ephemera: Gelatin And Tapioca]*, 1900/1926.
- Selection from: Shapiro, Laura. *Perfection Salad : Women and Cooking at the Turn of the Century*. New York: Farrar, Straus, and Giroux, 1986.
- Grey, Sarah. "A Social History of Jell-O Salad: The Rise and Fall of an American Icon." *Serious Eats*. February 7, 2023. <https://www.serious-eats.com/history-of-jell-o-salad>
- The Rise and Fall of Jello <https://www.youtube.com/watch?v=7Ye7MAGoaeo>
- Guest Speaker
 - Jim Seaver, PhD, Community Engagement Coordinator, Kentucky Historical Society

Thursday, April 17: Bread Versus Meat: Diets, Science, and Utopian Bodies

- Kellogg, John Harvey. *The Natural Diet of Man, by John Harvey Kellogg*. Michigan: The Modern medicine Publishing Co., 1923, 1923.
- Tompkins, Kyla Wakana. “Sylvester Graham’s Imperial Dietetics.” *Gastronomica* 9, no. 1 (2009): 50–60.
- Bitar, Adrienne Rose. “Paleolithic Diets and the Caveman Utopia.” In *Diet and the Disease of Civilization*. United States: Rutgers University Press, 2018.
- Easter, Michael. *KETO NATION: How Bodybuilders, Biohackers, Scientists, Nutrition Nerds, and Hucksters Helped an Extreme Diet Go Mainstream*. *Men’s Health (Magazine)*. Vol. 34. Hearst Magazines, a Division of the Hearst Corporation, 2019.
- Podcast: “Guts” <https://radiolab.org/podcast/guts-2211>
- Podcast: “The Keto Paradox: Fad Diet *and* Life-Saving Medical Treatment” <https://gastropod.com/the-keto-paradox-fad-diet-and-life-saving-medical-treatment/>

MODULE 7: FOOD AND SOVEREIGNTY:
SELF DETERMINATION, CONTROL, AND COMMERCE

Tuesday, April 22: Food Insecurity: Share Your Foodways

- Share Your Foodways Website:
<https://www.middlesexcountyculture.com/share-your-foodways/>
- Guest Speaker
 - Sally Van de Water, Folklife Program Director, New Jersey State Council for the Arts / Carolina Moratti, Middlesex Arts Institute

Thursday, April 24: Critical Cooking Project Workshop

Food on the Margins: Apples, Mushrooms, and Foraging

- Anna Tsing: Mushroom at the End of the World

Tuesday, April 29: Food Service and Celebration

Thursday, May 1: Final Presentations

ASSIGNMENTS

See Canvas for due dates and specific instructions

1) Participation and Attendance (30%)

- **Getting-to-Know-You Survey (2%)**
- **In-Class Diaries and Activities (28%)**
 - **Attendance (14%):** Each daily diary gets 1 pass/fail point solely for attendance and participation. Students are allowed three absences during the semester which they may make up during office hours. Each additional absence beyond the allowed three will incur the loss of 5% from the final total course grade, calculated at the end of the semester
 - **Daily Diary - Module Content Assessments: (14%)** At the end of each module (7 modules total), the instructor will review diary reflections for the whole module, paying attention to content and engagement displayed by the student. OR the instructor will direct students to choose a single entry in the module for assessment. If the latter, it will be announced in class prior to handing in diaries at the end of the module and students will note the entry of their choice in the diary at that time.
 - 5 points – excellent engagement, good writing, good competence in readings and ideas, original thought
 - 4 points – good engagement, adequate writing, fair competence in readings and ideas, good effort
 - 3 points – passable engagement and writing, marginal competence in readings and ideas,

- 2 points – little engagement, poor writing, failing competence in readings and ideas
- 1 point – student entered content, but it was irrelevant or inaccurate
- 0 points – no content entered or severe incompetence

2) In-Class Pop Quizzes (20%) Pop Quizzes will be in-class hand written quizzes and will cover readings and concepts discussed in class.

- **Quiz 1 (10%)**
- **Quiz 2 (10%)**

3) Essays / Projects (50%)

- **Regional Food Essay (15%)** In the regional food essay, students will take a cue from Edna Lewis’s “What is Southern” essay and write a short essay of 750 words in which they make a case for identifying a regional food identity. The essay must include several components:
 - i. You must define your region and make a case for your definition. It may be a large region (like the South) or more local (like your state, city, or neighborhood).
 - ii. It must reference a primary source document: cookbook or recipe from the region. You must source and cite the cookbook or recipe (it can be from a library or archive collection, media source, or personal collection) and you must include an image of this document in your assignment.
 - iii. You must support your claim with references to two scholarly secondary sources, at least one of which is not from the class readings.
- **Critical Cooking Project (35%)** In this project, students will create a digital storytelling project reflecting a “critical cooking” activity. “Critical cooking” asks the students to document a live cooking activity using photos. You may document yourself or someone else, or an environment related to cooking, farming, or food commerce, service, or preparation. You will create a slide deck of your photos, with a voiceover essay.
 - i. **Project proposal: 250-500 words. 5%** Identify the cooking activity you will document. It may be at home, at a restaurant, at an event, or other social gathering. Describe how you plan to get permission from others involved, and what logistical issues you may need to plan for in order to complete the documentation. Discuss why you have chosen this topic and identify a primary source and two secondary sources you plan to use for your critical conversation about the topic. Identify one primary theme from the modules you think you will discuss as the framing theme for this project.
 - ii. **Photos / Images: 5%** You must hand in ten images. You may also choose to use up to 4 archival photos from library or personal archives, historical images, or works of art to supplement your own photos. If you use archival photos or historical images, or art works, you must cite their sources. Where did you find them. For your choice of images, you may

wish to show process, environment, technology, aesthetics, etc. Be creative in how you choose to take your images. What story can you tell us about the materiality of food? Caption all images with details about what the image is showing us and how we should understand what we are seeing.

- iii. **Critical and Creative Essay Draft 10%** Discuss the cooking activity you have documented in conversation with at least one primary source and at least two scholarly secondary sources. These may be from the class reading or they may be from your own research, but they must be relevant to your topic. Using these sources as conversation points, write this in the style of a journalistic essay or podcast.
 - 1. Describe the cooking activity you documented and observations you made about it that were significant to you.
 - 2. How can we understand the cooking activity you have documented as being in conversation with a primary source (a historical document, cookbook, treatise, oral history, creative work)?
 - 3. What is the cultural significance of the cooking activity you have documented? Is there a social, personal, or scientific significance or history to this activity? How do your secondary sources suggest ways of reading this cooking activity from a critical perspective? What theme from the course modules might help us understand this cooking activity?
- iv. **Final Digital Storytelling Piece. 15%** You will use Canva, I-Movie, or a platform of your choice to put your images into a slide deck with voiceover. You will record your written essay and add it to the slide deck.

COURSE AND UNIVERSITY POLICIES

Reading for the Course

The Canvas site is organized into Modules. There is a Canvas page of materials for each day of class. You will see that there is a lot of material listed for every class. There are several kinds of sources: 1) Primary Sources 2) Secondary Sources 3) Media Sources 4) Guest Speaker / Activity. Not all classes have all these kinds of sources listed, but many have all of them. You might be thinking: *This seems like a lot of reading! How should I prioritize my preparation for class with so many items on the list of materials?*

I will use all these materials in the lecture in some way or another, and they are intentionally chosen to illuminate each other. However, some things are more important for you to have read thoroughly before class, while others may be used as source material of our in-class lecture and discussion. Approach your preparation in this order:

- 1. Read the Secondary Source first. This is your main responsibility. You should come to class ready to discuss this material.
- 2. Read any Primary Source listed next. If there is no secondary source, the Primary Source is your top responsibility.
- 3. Read any journalistic articles in the Media Source section. If no other sources are listed,

this is your top responsibility.

4. Other audio/visual materials in the Media Sources section will often be shown or presented as part of the course lecture either in clips or in their entirety. They are listed here for your reference, so that you may preview them, revisit them after the lecture, or watch/listen/read them in their entirety beyond what is covered in the lecture. Sometimes a media source will be your primary item to prep before class. If so, this will be stated by the instructor in class or in the Canvas instructions. Otherwise, your other source readings always take priority.

Academic Integrity

Do not turn in work that is not your own. Academic integrity violations will result in serious consequences from the University, the professor, or both! We will cover how to cite material properly in class. *Academic integrity violations include:* using ChatGPT or other generative AI in any stage of the writing process on any assignment, cheating (having someone else complete work for you or stealing others' work), fabrication, plagiarism (such as copying material from websites/books etc. without proper citation), denying others access to information or material, and facilitating other students' violations of academic integrity. If you have any question about what constitutes plagiarism or other forms of academic integrity during the course of the semester, please ask me. For the university academic integrity policy, consult <https://nbprovost.rutgers.edu/academic-integrity-students>.

Special Note on Generative AI

Use of Generative AI to create work for this class is prohibited. See the specific guidelines in Canvas for more details. If I detect you using generative AI in any assignment that you turn in, you will receive a 0 on the assignment, and we will discuss further corrections, discipline, and consequences at my discretion.

Accommodations

If you need accommodations due to a disability or another reason, please let me know *via email or Canvas message within the first few weeks of class* and we will discuss ways to make the course work for you.

Technology

Please visit the [Rutgers Student Tech Guide](#) page for resources available to all students.

Late Work, Extensions, Missing Work

Late work will receive a maximum of 75% credit. *There is a 48-hour grace period after every deadline before work is classified as late.* If you need longer than 48 hours, you must request an extension by 3 p.m. on Friday before the assignment is due. All work except for the final assignment must be completed by *the last day of spring semester classes* to count toward your final grade. Missing work will receive 0%. *It is always better to turn in something than to miss an assignment completely.* If you are having consistent problems meeting deadlines, please have a conversation with me to make a plan to catch up.

Privacy

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts,

visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's Academic Integrity Policy. Similarly, these copyright protections extend to original writing/video you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so.

RESOURCES

Important Note

If something is keeping you from being successful in this course and you need help, reach out to me ASAP and I will work to connect you to the resources that you need. The sooner in the semester you reach out to me, the more I can do for you; by the end of the semester, it's much more difficult to address the situation.

Get In Touch With Me

The fastest way to get in touch with me is by *email* (maria.kennedy@rutgers.edu) or a Canvas message. I answer emails as promptly as I can Monday through Friday, 9-5; I *might* answer emails at other times but can't guarantee it. Do not count on me to answer emails over the weekend.

My *office hours* are a time for students to ask questions about the class, get help with assignments, or just chat. Email/message me to make an appointment for a Zoom office hours meeting.

Academic Resources

Rutgers Learning Centers

learningcenters.rutgers.edu.

Provides tutoring, academic coaching, study groups, and writing coaching via online appointments.

Academic Advising for SAS students

<https://sasundergrad.rutgers.edu/advising/advising>.

Student Success Resources

<https://success.rutgers.edu/>.

Office of Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>.

Works with students with a documented disability to determine eligibility for reasonable accommodations, facilitates and coordinates those accommodations when applicable, and

engages with the Rutgers community to provide and connect students to appropriate resources.

Rutgers Libraries

The American Studies library liaison is Tom Glynn, glynn@libraries.rutgers.edu; you can set up individual appointments with him to discuss research. Other library resources are available at <https://www.libraries.rutgers.edu/help>.

Safety, Basic Needs, and Wellness Resources

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / rhscaps.rutgers.edu/

A university mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University.

Crisis Intervention:

<http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>.

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>.

National Crisis Text Line: Text KNIGHTS to 741741. To speak directly with a counselor of color text STEVE to 741741

NJ Hopeline: 1-855-654-6735

Acute Psychiatric Service: A 24-hour emergency service for local residents, 1-855-515-5700

Center for Social Justice Education and LGBT Communities (SJE)

17 Bartlett Street, New Brunswick, NJ 08901 / socialjustice.rutgers.edu/

Provides educational and social programs for LGBT+ and ally students, faculty, staff, and community members.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / vpva.rutgers.edu/

Provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty.

Student Food Pantry

848-932-5500/ 39 Union Street, New Brunswick / <http://ruoffcampus.rutgers.edu/food/>

Provides groceries to Rutgers students who are food insecure (do not know where their next meal is coming from).

Elijah's Promise Community Soup Kitchen

Daily 11:00 am-12:30 pm

18 Neilson Street, New Brunswick /

<https://elijahspromise.org/promise-programs/community-kitchen/>.

Serves one hot and one bagged meal to-go per guest.

Elijah's Promise Mobile Meal Program

<https://elijahspromise.org/promise-programs/meal-services/>.

