**Recipe Analysis: (Course 1)**

The goal of this assignment is to enlighten students on the influences of globalization and colonialism on food items that are rather well-known.

* From the textbook, the example of Hawaiian pizza originating in Canada is useful to introduce the activity.
  + Post a recipe for Hawaiian pizza (or ask students to find their own).
  + Examine the ingredients list and ask students to determine the origin of the key ingredients:
    - Flour (wheat): cultivation traced to Fertile Crescent, e.g. einkorn wheat from present Turkey (~8000 BCE)
    - Yeast: bread baking in ancient Egypt (~300 BCE)
    - Olive oil: Mediterranean civilizations (~2500 BCE)
    - Pineapple: South America, eventually cultivated by Mayas and Aztecs, eventually brought to Hawaii (~1900)
    - Canadian Bacon: Canadian bacon was imported from Canada to the UK during a shortage hence receiving the distinction of its origin (~1800s)
    - Pizza sauce (tomato): South American (Andes), cultivated by Aztec and Inca (~700 CE)
    - Mozzarella (cheese): Italy (~1500s or earlier)
  + This origin of ingredients can be determined by simple internet search or by requiring use of academic resources. Again, the Bloomsbury Food Library has useful references for this research.
* Next, students will complete this step independently or in a small group for a different dish.
  + Depending on your geographic location, it may be useful to examine the list of dishes below to determine whether or not they are relevant for your students.
  + Students can also be encouraged to brainstorm dishes they would like to analyze for this assignment.
  + Examples:
    - Spaghetti Bolognese
    - Chicken pot pie
    - Eggs benedict
    - Jambalaya
    - Doner kebab
    - Aloo gobi (Indian)
    - Swimming rama with chicken (Thai)
    - Pollo al sillao (Peruvian)
    - Mofongo (Puerto Rican)
    - Oatmeal cookies
    - Peach cobbler
* An optional step of this assignment includes further analysis of the recipe, beyond the food origins  
  + Cost analysis
    - Students use the recipe to estimate the cost to prepare per serving
      * Students do not buy the ingredients, rather they search for ingredients online or at their local market, noting price and quantity (unit size)
    - Additional discussion prompts include the ease of obtaining the ingredients, the quantity of ingredient purchased and inflation of cost when required to purchase more than needed, the servings per purchase unit (i.e., could the students make this recipe again?)
  + Nutritional analysis
    - Students use the recipe to estimate the macronutrient and calorie content per serving
      * Again, students do not buy the ingredients, rather than search for the nutrition label online and calculate the macronutrient and energy provided by the amount required for one serving of the recipe.
    - A table or spreadsheet can be useful for students to complete this step:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Ingredient | Quantity purchased | Purchase unit  (e.g. 16 ounces) | Servings per purchase unit | Energy (kcal) | Protein (g) | Carb. (g) | Fat (g) |
|  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |

* + Analysis of voice and identity
    - Recipe sources from websites to cookbooks may include a narrative to introduce the dish
    - The author may identify the origin of the recipe, the occasions by which it was shared, their process for developing the recipe, or more. Analysis of the voice and narrator identity lends perspective to personal, cultural, and intersectional identity of the person composing the recipe.
    - See Cotter, C. (1997), ‘Claiming a piece of the pie: How the language of recipes defines community’, in Recipes for Reading: Community cookbooks, stories, histories (Bower, ed.). <https://web.stanford.edu/class/linguist62n/cotter001.pdf>
* For submission:
  + This assignment can be as formal or informal as suites the course and instructor.
  + The analysis of ingredients can be submitted as a single-page list and shared with classmates.
  + Further analysis of cost, nutrition, and voice may merit a more substantial submission, including a table to present the data and / or a narrative analysis.