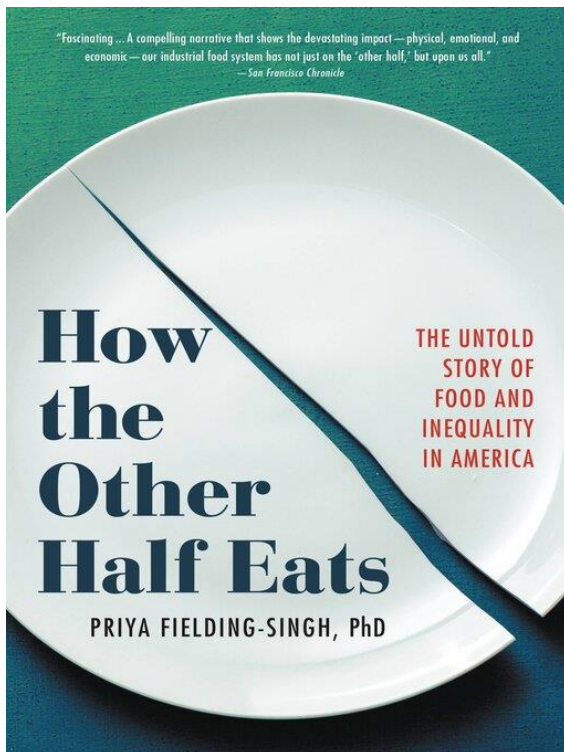


WSU COMMON READING TEACHING GUIDE 2024-2025



ABOUT THIS TEACHING GUIDE:

This teaching guide was created for WSU faculty and staff, and the broader WSU community, to increase students' interaction with the WSU Common Reading text. It was our aim to create a usable and accessible resource that includes key topics from the text and assignment ideas that can be used in various teaching environments. While many of the resources and activity ideas contained here are specific to this year's Common Reading book, our purpose is to provide users of this guide with ideas for how to incorporate any Common Reading into their teaching.

ABOUT HOW THE OTHER HALF EATS:

This year's [Common Reading](#) was published in 2021 by Little, Brown Spark, a division of Hachette Book Group. It provides a sociological study of the dietary differences along class lines and nutritional disparities in America, illuminating how inequality starts on the dinner plate. Priya Fielding-Singh profiles four families, and by diving into the nuances of these families' lives, she exposes the limits of narrowly focusing on improving families' food access. Instead she reveals how being rich or poor in America impacts the very meaning of food itself.

CREATED BY:

Corey Johnson
Samantha L. Solomon
Kara Whitman
Karen Weathermon

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A Message from the Director: The Purpose and Opportunity of a Common Reading

Welcome to our teaching guide for this year's Common Reading text, Priya Fielding-Singh's *How the Other Half Eats: The Untold Story of Food and Inequality in America!* We are pleased to share ideas about how you might use the Common Reading to enhance your work with students, whether in a class, residence hall, advising, or other campus program.

WSU's Common Reading Program is an opportunity for the WSU community, across all its campuses, to share common intellectual ground with students. The concept of a Common Reading is related to that of a commons, which, whether in medieval agricultural practices or in the central gathering spaces of universities, is a space designed for the gathering of a community, a space where all are welcome. A commons is also a crossroad that invites and creates opportunities for the exchange of ideas and knowledge. The WSU Common Reading Program provides a shared space that invites ideas and knowledge from across the broad range of disciplines we encompass.

**WSU'S COMMON READING PROGRAM IS
AN OPPORTUNITY FOR THE WSU COMMUNITY,
ACROSS ALL ITS CAMPUSES, TO SHARE COMMON
INTELLECTUAL GROUND WITH STUDENTS.**

In providing a common space, the Common Reading program directly addresses and embodies [WSU's Learning Goals of Undergraduate Education](#), particularly the goal of developing students' depth, breadth, and integration of knowledge "by synthesizing multiple bodies of knowledge to address real-world problems and issues." In selecting a book each year, the cross-disciplinary selection committee seeks to identify books that can promote discussion of an issue of importance that can be addressed from perspectives across the university. Our Common Reading enacts the values of a broad education that are the foundation of [UCORE](#). The WSU learning goals serve as another shared WSU "commons" as we work together as a university to prepare students for their personal, professional, and civic responsibilities. The following guide suggests activities that encompass those learning goals.

In creating a shared common ground, the Common Reading Program each year hosts or partners with weekly events that address the topics relevant to the book from a wide array of disciplinary perspectives. In addition, we also encourage wide use of the book through university classes at all levels and in all disciplines. To further this goal, the Office of the Provost is funding purchase of paperback copies for all incoming first-time, first-year students on the Pullman, Tri Cities, Vancouver, and Global campuses. We thank the Office of the Provost for their support, and hope that providing access to this text means students will encounter it in various ways this year. The

value of the “common” experience of a shared intellectual focus would be heightened by seeing related topics raised in a variety of contexts and disciplines.

Finally, the Common Reading provides an opportunity to expose students to WSU’s vast array of resources and areas of excellence in research and scholarship. Every year, the chosen text enters into conversation with many areas of rich university activity and ongoing research about which students are likely unaware. WSU’s Common Reading serves as way of highlighting some of the unique opportunities, resources, and scholarship that define our university. You will find many suggestions incorporated into this guide for ways you might utilize these campus resources in your work with students. A list of many of these resources is also included in the guide.

Vince Tinto, a leading theorist in higher education, notes that the ways in which universities can best promote the persistence of students through their educational careers is by creating conditions that reinforce students’ sense of belonging, their confidence in navigating the university and its resources, and the relevance of their studies to issues they care about. We hope that using *How the Other Half Eats* with your students creates opportunities to do just that.

**HOW THE OTHER HALF EATS PROVIDES A
SPRINGBOARD TO THE MANY INITIATIVES,
RESOURCES, AND AREAS OF WSU ACTIVITY
RELATED TO FOOD—ITS PRODUCTION, CULTURAL
AND GENDERED MEANINGS, AND THE STARK
INEQUALITIES IN ITS ACCESS .**

Each year, we curate a robust [calendar of events](#) related to the book on the [Common Reading website](#). These events include a campus visit by Priya Fielding-Singh in October, an eight-month exhibit *The Art of Food* in the WSU Jordan Schnitzer Museum of Art, weekly service learning opportunities, low-cost cooking demonstrations for students, and our usual array of speakers and films. Should you wish to incorporate attendance at Common Reading events into your course or program, we verify attendance at each and enter student attendance into Presence. If you have ideas about potential programs, or if your unit will be hosting a program that is relevant to this year’s book, please let us know! And if you would like to receive the weekly updates about Common Reading events, please email me at kweathermon@wsu.edu.

Thank you for your interest in introducing students to this year’s shared conversation! We hope that you find the book, this guide, and the year’s events to be a meaningful addition to the year!

Warm regards,



Karen Weathermon, Ph.D.
Director of First-Year Programs

Contributor Acknowledgements

GRANT FUNDING

This teaching guide was initially created as part of a 2022 Inclusion, Diversity, Equity, and Access (IDEA) Grant project funded by [WSU's Transformational Change Initiative \(TCI\)](#). We sincerely thank the Provost's Office and TCI for the opportunity to further the impact of the WSU Common Reading program and broaden the reach of this year's Common Reading book through the receipt of this funding, which made it possible for us to create our first Common Reading Teaching Guide. This year's teaching guide is the second version since the project's inception, and the guide will continue to be updated each year to serve as a resource for using the Common Reading.

TEACHING GUIDE AUTHORS

This guide was designed and created by a cross-disciplinary team of WSU faculty, who use the Common Reading text in different learning environments. Our shared goal was to increase access to, and use of, the Common Reading text by using our knowledge of resources and activities used in our respective positions. Here is a little more about the team of people who created this guide:

COREY JOHNSON

Corey works in the Research Services Unit of the WSU Libraries with the title Instruction and Assessment Librarian. He teaches classes for and facilitates other instructional liaison activities with Roots of Contemporary Issues, Honors College, and English Composition; designs and implements assessment projects related to evaluating undergraduate students' information literacy skills; and helps provide the library's reference service.

SAMANTHA L. SOLOMON

Samantha is a faculty member in First-Year Programs within the Division of Academic Engagement and Student Achievement (DAESA). Her primary role is teaching the College Success Seminar (UNIV 104), but she also works with the First-Year Focus Living Learning Community Program and the Common Reading Program. Samantha came to First-Year Programs after almost 10 years of teaching in English departments, first at Seton Hall University, where she earned her MA in English Literature in 2012, then at WSU, where she earned her PhD in English 2018, and. Teaching and working in First-Year Programs has combined her passion for teaching and her goal of helping students with their transition to college.

KAREN WEATHERMON

Karen serves as the Director of First-Year Programs within the Division of Academic Engagement and Student Achievement (DAESA). In that role, she oversees the First-Year Focus Living Learning Community Program, the First-Year Success Seminar (UNIV 104), and the Common Reading Program. Karen’s interdisciplinary interests were fueled by the interdisciplinary general education program she completed as an undergraduate at Pacific Lutheran University. She holds an MA and PhD in English from WSU and continues to delight in the new aspects of WSU research and activity she encounters each year through the Common Reading Program.

KARA WHITMAN

Kara is an Assistant Professor and Associate Director of Undergraduate Studies in the School of the Environment and is currently serving as the Chair of the WSU Teaching Academy. Kara has over 8 years of experience with First-Year Programs and the Common Reading Program. Kara also specializes in collaborative public policy process and teaches many courses in the School of the Environment including BSCI and CAPS UCORE classes. Kara holds a MS and PhD in Environmental and Natural Resource Science from Washington State University, and a BA in Landscape Architecture from the University of Idaho.

SPECIAL ACKNOWLEDGEMENTS:

We would like to offer our special thanks to Kristin Becker, the Curator of Education and Programs for the WSU Jordan Schnitzer Museum of Art, for her work providing information on the museum’s temporary and permanent collections related to *How the Other Half Eats*.

A NOTE ABOUT THIS LIVING DOCUMENT

We welcome the perspectives and expertise of users of this teaching guide, and we will be treating it as a living document, adding perspectives and ideas as people from different academic disciplines and campus and community programs read *How the Other Half Eats* and utilize it in their respective learning environments.

If you have suggestions about topics, activities, or resources to add to this teaching guide, please e-mail Karen Weathermon at kweathermon@wsu.edu.

Food Insecurity on Our Campuses

How the Other Half Eats presents the WSU community with the opportunity not only to explore the topics of food and food insecurity from the contexts of our disciplinary perspectives but also with regard to those issues on our own campuses. An important resource to highlight is a 2023 report from the Washington Student Achievement Council on the gaps in basic needs faced by college students across our state. Each of WSU's six campuses participated in this survey, conducted in 2022; the survey will be administered again in Fall 2024. The 2022 findings indicate that many student respondents experienced housing and food instability, and most had not used available resources:

- 4 in 10 had experienced food insecurity in the prior 30 days
- 3 in 10 had experienced housing insecurity in the prior year
- 1 in 10 had experienced homelessness in the prior year
- Some student groups were disparately impacted by basic needs insecurity: American Indian/Alaska Native, and Black students reported basic needs insecurity at rates 20 percentage points higher than white students; students formerly in foster care reported the highest rates of insecurity, with 67.5% reporting food insecurity and 23.7% reporting homelessness.
- Among students experiencing basic needs insecurity, less than half had accessed basic needs support resources in the prior six months, including campus resources.

This important report produced by this survey includes both aggregate data and data disaggregated by region and student demographics.

- Access to the [summary](#)
- Access to the full [report](#)

This data for our state mirrors the result of the first federal government report on postsecondary student basic needs, which revealed that, overall, 23% of undergraduates and 12% of graduate students experience food insecurity—translating to over 4 million college students nationally who are food insecure.

- Access to the 2019-20 National Postsecondary Student Aid Study: <https://hope.temple.edu/npsas>

WSU's use of *How the Other Half Eats* thus poses an important opportunity for us to better understand this issue in the contexts of our own campuses and in the needs of our student population. The Office of the Dean of Students the Center for Civic Engagement, and Dining Services are among the many units on our campuses that can assist in providing campus context for these issues; they welcome your questions and invitations to present.

[The Campus and Community Resources](#) section of this guide also includes many websites to assist you and your students in understanding issues of hunger and food insecurity.

Creating Community and a Sense of Belonging

Every Common Reading text presents possible points of connection for students and is one way of valuing the experiences students bring to your classes and programs. In the case of *How the Other Half Eats*, the book presents a broad focus on food and its connection both to our well-being and to our identities. Included in this section are ways that you can improve students' sense of belonging and community in any teaching environment, with suggestions for activities using the Common Reading.

HELPING STUDENTS UNDERSTAND THEIR COMMUNITY

- As you start the semester or year, you might incorporate some ice breaker activities/short conversations that focus on food. For example, below are some different positive frames about food that could be used for short pair-and-shares, small group introductions, or other introductory activities:
 - Food as community: In the past week, what is an experience you have had where food was used as part of building community with others?
 - Food as comfort: When you are stressed out or feeling low, what is a go-to comfort food for you? Is there a reason that food evokes comfort for you?
 - Food as family connection: What is a food that you associate with your family—either your family of birth or your family of choice?
 - Food as cultural/regional connection: What is a food you eat (maybe frequently, maybe just for special occasions) that ties you to your cultural or regional background? Is there a special tradition associated with making and serving this food?
 - Food as local identity: What is a food your hometown is famous for/or that you make sure to eat when you go home?
 - Food as celebration: If you were going to plan a meal to celebrate something, what would that meal be?
 - Food as exploration: What is a food you have eaten in the last year that was completely new to you? How did you happen to try it? What would you like to try?
 - Food as reward: What food did you last eat as a reward for yourself? What were you rewarding yourself for?
 - Food as part of identity: What is a food your close friends or family might associate with you as one you frequently eat, make, to events?
 - Food as pleasure: What food items do you find especially delicious?

In introducing the Orientation Counselors to *How the Other Half Eats*, we used the above frames in an activity where the group formed two lines, facing each other so that they were in a line of pairs. For each question one person in the facing pair responded for 20 seconds, then the other pair responded. At the end of the question the line

shifted one person down so that a new set of pairs was formed. (Having some kind of bell or distinctive sound to indicate when the 20 seconds is up is helpful.)

- Another starter discussion could be students sharing the location they consider to be their home as part of a class introduction (written, video, class discussion), sharing something about the food culture of location—a food that is produced in that region, or a well-known or loved food product. If you work in a residence hall or program office, you might post a map up where students can “pin” their home.
 - Engaging in such an activity could be further expanded by practicing place-based pedagogy, which would ask students to think more specifically about the place they are immersed in according to local culture, Indigenous lands, and native ecology. Using the [Native Land Digital website](#) could offer a starting point for students to learn more about the land they grew up on, or about the Palouse through an Indigenous lens.
- As students transition to this community, you could also have them explore some aspect of local Palouse food culture—in-person and/or via website and archived news stories. Resources for this kind of activity could be WSU’s Dining Services, WSU food production (creamery, honey production, meat sales, orchards, organic farm), specialty grocery stores (organic, halal, international, bulk), local restaurants, coffee houses (also good alternative places to study), local agricultural producers, agricultural commodity organizations (ex. Pea and Lentil Association), and traditional Indigenous foodways of the region. Many of WSU’s international student groups also host meals throughout the school year that could be incorporated into course assignments or hall activities. We will be highlighting the international student meal events as Common Reading events. Dining Services will also be hosting various related events and workshops.
- A different approach to the above ideas would be to direct students to explore what food research and development is conducted at WSU, or that has impacted regional or global food culture in the past. What food products have been developed here? What impact have they made in terms of nutritional, agricultural, and economic well being?
- The metaphors of “nourishment” and “a place at the table” could provide a class discussion of class and community expectations for respect of the contributions of all and for the importance of civic (and civil) discourse. What commitments do students want to make to each other so that everyone in a course or residence space is included and respected?
- Another framework that could be explored in class or residence hall contexts is that of the contrast between an abundance mindset vs a scarcity mindset. Similar in some ways to Carol Dwick’s work on Growth Mindset, an abundance mindset sees opportunities and the ability to transform challenging situations into positive opportunities for growth. It values collaboration so that all do well. In contrast, a scarcity mindset creates a zero-sum perspective where one person’s success must come from depriving others.

Like a Growth Mindset, an abundance mindset can be learned and practiced. Differences between an abundance mindset vs a scarcity mindset include:

- Thinking Big vs Thinking Small—the ability to generate creative approaches
- Plenty vs Lack—Valuing collaboration over competition
- Happiness vs Resentment—being optimistic and happy for the success of others
- Embracing Change vs Fear of Change
- Proactive vs Reactive
- Learning and Curiosity vs Knowing It All
- Focus on What is Working vs What is Not Working

<https://www.inc.com/angelina-zimmerman/discover-the-7-key-traits-of-an-abundant-mindset.html>

- Fielding-Singh draws upon a wide variety of sources to explore issues of food and hunger. There are also a wide array of websites that present information about these topics from diverse disciplinary perspectives. Discussing with students the various avenues of exploring a topic (from gender, nutrition, culture, business, ethics, statistics, social justice and more) is a way to stress the value of [UCORE](#) and having a broad academic foundation. Our hope is that students are encountering the book in at least a couple of different venues—but even if your course or program is the only one in which students have encountered the book thus far, you could help them by brainstorming with them—and having them draw from— the different kinds of perspectives that could be deployed to the topic and that they are experiencing in their other courses.

HELPING STUDENTS ESTABLISH A SENSE OF SELF AND PURPOSE

- Fielding-Singh makes very clear that every family she interviewed and observed had as its goal providing a nutritious diet for their children. Yet she finds that that goal is often derailed by a host of other constraints and contexts—affordability, available time, accessibility, social and emotional context—that pull families and individuals away from their ideal. Students are themselves navigating these very pulls in navigating their own food choices in college. That in itself could be an interesting conversation and spark for an assignment.

But it is also just one example of the kinds of prioritization of values and behavior that can easily be extended to other areas of college success. Just as most people can provide a fairly accurate sense of a healthy diet (fruits, vegetables, lean protein, healthy fats, low sodium and sugar), most students can provide a fairly accurate sense of what factors lead to student success (attending class, keeping up with homework, doing course reading, asking questions in class, using office hours). However, in managing both food and time, myriad factors often pull students away from those goals—social, emotional, economic, convenience, time.

A conversation about strategies to navigate food choices and the planning necessary to adhere to one’s intentions could thus be extended to a conversation about any of several

academic “health” strategies and the planning necessary to be successful to adhere to those intentions. A visual like matrix Stephen Covey outlines for time management could be a useful tool for this. <https://www.thecoachingtoolscompany.com/coaching-tools-101-what-is-the-urgent-important-matrix/>

- Another way to develop a sense of self is to teach the power of [storytelling](#): Fielding-Singh’s research process involves listening carefully to families’ stories surrounding food, and she reflects on her own family story of food both as a parent and as a “biracial, second-generation South Asian American, highly education millennial woman” (xviii). Stories are one of the ways communities are bound together, and one of the ways we define ourselves. As your students read selections of *How the Other Half Eats*, what stories especially resonate with them? How do stories function in their own lives?
 - Students could share a food story of their own. How does that story help illustrate their own values, strengths, and life history?
 - You might create an activity or discussion about the stories that have been foundational or influential for your students (novels, movies or television, histories, family stories, etc.) How have these stories influenced students’ relationship to the environment, and to others? Are there inherited stories that connect them with their ancestors? To specific food traditions?
 - Are there stories that have inspired their decision to study at WSU, to participate in a particular activity, or to study a particular field?
 - What does “storytelling” look like in your disciplinary field? Does your discipline also use a qualitative research lens, or does a different set of research and communication lenses? What are the forms of presentation, the kinds of evidence, the tone and voice of the presentation of knowledge? Do those forms differ for different audiences? For example, if your field works primarily in quantitative analysis, how is that work communicated to a more general public audience? Have you had to develop a range of ways to the share the “story” of your research? What are some of the major “stories” that have shaped your field? And your own scholarly career?

Classroom Discussion Techniques and Resources

In this section, we highlight some classroom discussion techniques that can be used to get students talking in any learning environment. These activities can be used as a starting point for discussion while heightening the experience of the Common Reading as a relevant, shared academic space.

LITTLE BROWN SPARK READING GROUP GUIDE

Reading Group Guide/Discussion Questions created by the publisher, Little, Brown Spark:
<https://www.hachettebookgroup.com/wp-content/uploads/2023/02/Little-Brown-Spark-Reader-Guide-HTOHE-final.pdf>

JIGSAW GROUPS/RECIPROCAL TEACHING

Incorporating a new reading into a curriculum can be challenging. Employing Jigsaw Groups is an technique to maximize student interaction with selected sections of the text in a limited amount of time, while also maximizing student engagement with the material through reciprocal teaching. The beauty of this technique is that each student is responsible for reading just one segment but is introduced through peers to several segments. This technique works especially well with a text that is either a collection of essays or that has several stand-alone segments. [The WSU Library Guide](#) includes a comprehensive list of the topics and themes of each section of the Common Reading book to help you identify what segments you might want to assign.

- To use this technique, create groups within your class and assign each group one of the section of the reading. After the groups have read their section, use class time for each group to meet and to discuss what they feel the most salient points are in their reading: what do they think is most important for someone to know about this selection, and how might they best convey that point? The size of these groups doesn't matter as long as the class is evenly divided among the reading selections.
- After each "expert group" has had a chance to develop their approach to introducing this section to others, students reform into "jigsaw groups" composed of one person from each of the "expert groups." The size of these groups is determined by how many readings were selected; if you have chosen 5 sections of text, each group will have 5 students, one representing each selection. Each member of the jigsaw group is then responsible for introducing the others in the group to the material from their selection.
- To conclude the activity, you might introduce a discussion for students to share their observations about the connections and overarching themes they see among the selections,

either in their jigsaw groups or as a whole-class activity.

- An alternative model of this activity would be to send students to explore a variety of campus resources or relevant primary/secondary texts and bring back their findings to teach peers.
- For more on this technique, see [Jigsaw Strategy](#) (Penn State).

CLASS QUOTATION OR RELEVANT NEWS BOARDS

Create an area in your Canvas space in which students can “pin” favorite or thought-provoking quotes to create a class response to a text. Alternatively, provide extra credit for students who post a link to a current news story that relates to the reading in some way. To use this activity in tandem with *How the Other Half Eats*, have students find news stories relating to food and the many perspectives through which it pervades our attention (nutrition, hunger, health, cultural identity, recreation, climate change, production and transportation, and others). Social media and popular culture also provides abundant “advice” about diet that could provide the basis for cultural norms, gender expectations, body image, and more.

THE BELIEVING AND DOUBTING GAME/MULTIPLE PERSPECTIVES

Composition theorist Peter Elbow proposes teaching students ways to enter into the scholarly conversation of a field by simultaneously being open to “try on” the ideas of a text and being skeptical of a text’s weaknesses or possible objections. He calls this the “Believing and Doubting Game.” In the “believing game” students are asked to see the world through the author’s eyes and “try on” the new ideas presented. In contrast, the “doubting game” asks students to pose possible objections, weaknesses, or gaps in the text.

- Posed as a “game,” students may be more willing to explore perspectives that are new or challenging to them. These skills are, of course, key to a host of academic skills—from commenting in the margins of texts, to building a review of literature, to forming a complex argument. Exploratory writing prompts, small group tasks, creating pro and con grids, and in-class discussions or debates are all ways that can encourage students to see both the strengths and weaknesses in any author’s stance.
- This activity also need not be set as being pro/con; setting it up to encourage multiple perspectives may be an even more effective approach. For example, a discussion or activity could focus on exploring the views of multiple stakeholders in an issue, with students “trying on” a role (maybe even drawing or being assigned one randomly) and brainstorming what the issue might look like from that perspective. Having students then shift roles can be an effective way of expanding students’ abilities to consider multiple perspectives rather than becoming entrenched in one view.

Use of the Common Reading for WSU Learning Goals

Using a Common Reading text in your course or other learning environments is best done when you pre-identify the skills, topics/themes, or course outcomes that the text will help you teach. In other words, the Common Reading will be most effective if it is used as a tool to support or expand the content you are already teaching.

Below, you will find several ways that you can identify how incorporating the Common Reading text can benefit your class – by aiding in the teaching of [WSU’s UCORE Learning Goals](#), by teaching a specific skill, or by having your students use a specific campus resource.

This section is organized by WSU Learning Goal, with tables under each that suggest a skill that can be taught connected to that learning goal, each including ideas for campus resources to use (linked to our resources page for longer descriptions of each), potential in-class activities, and specific references to sections or topics to use within this year’s Common Reading, *How the Other Half Eats*. We hope that you will find many productive options for bringing the text into your class!

CRITICAL & CREATIVE THINKING

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| <p>SYSTEMS THINKING – PERSPECTIVES</p> <hr/> <p>How do we perceive the world around us? Are our assumptions limiting our understanding and our ability to find solutions?</p> <p>Systems thinking is valuable for telling compelling stories about how the world and its many systems work. Building skills of a system thinker can help students understand the bigger picture and resist</p> | <p>CLASS ACTIVITY</p> | <p>Discuss “Habits of a Systems Thinker” and how this can foster the development of creative solutions.</p> <p>For example, in an introductory Environmental Science BSCI course, the instructors use many Systems thinking activities to help students to understand the big picture, while exploring complex cause and effect relationships as well as changing perspective to increase understanding.</p> <p>Circles in the air activity: to show how a system can look different when viewed from different perspectives (draw circle in the air going clockwise with a pen, looking up at it. Slowly drop the pen down continuing to draw circles and then view from above. the pen should now appear to be spinning counter-clockwise.</p> |
| | <p>CAMPUS RESOURCE(S)</p> | <p>See our comprehensive list of resources below for resources that may work for your course.</p> |

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| <p>the urge to jump to conclusions, see systems from different perspectives and help them to understand how things change over time by better understanding the structure and cause and effect relationships that lead to that behavior, and help to identify critical leverage points for action. Systems thinking can help students test their assumptions and mental models.</p> | <p><i>USING HOW THE OTHER HALF EATS</i></p> | <p>A general introduction to shifting perspective to increase understanding as illustrated in the “circles in the air” activity could be followed by an activity where students are asked to do a think, pair, share activity where students first write down a list of the 10 biggest challenges and opportunities they perceive, based on their knowledge and/or personal experience with one of the topic areas discussed in a section of <i>How the Other Half Eats</i>. Then students would pair up and share what they wrote and work to identify a list together, and then share that out to the full class. Instructors could also use a word cloud generator to combine a full class of ideas.</p> |
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| <p>SYSTEMS THINKING - FRAMING</p> <hr/> <p>How do we better understand how systems work?</p> <p>Systems thinking is valuable for telling compelling stories about how the world and its many systems work. Building skills of a system thinker can help students understand the bigger picture and resist the urge to jump to conclusions, see systems from different perspectives and help them to understand how things change over time by better understanding the structure and cause and effect relationships that lead to that behavior, and help to</p> | <p>CLASS ACTIVITY</p> | <p>Ask students to look at a system from frames and test their assumptions by finding different “answers.”</p> <p>Example Framing Activity: Kara Whitman uses an activity in a CAPS course (SOE 447, Conflict Resolution) to get students to gain and understanding of the importance of different perspectives. This activity sends students out to find something (as a group) and to then take 14 different pictures of that thing. This requires that they get creative to find different "answers," which they post in a shared Padlet. Here is a Sample Padlet Project from Spring 2022. This could be used to get students to connect to their local environment and to each other.</p> |
| | <p>CAMPUS RESOURCE(S)</p> | <p>The directions for what kind of subject the student groups are pointed toward could vary by course topic. It could be a completely free choice, or students could be directed to find a subject in the natural world, or in the built environment, or something of cultural significance—as would best fit the course topic. For this activity, the campus and surrounding environment is the main resource.</p> <p>See our comprehensive list of resources below for resources that may work for your course.</p> |

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| <p>identify critical leverage points for action. Systems thinking can help students test their assumptions and mental models.</p> | <p>USING HOW THE OTHER HALF EATS</p> | <p>The interconnected issues related to food (production, processing, packaging, transportation, retail, consumer use, and waste) are ideally suited for projects related to systems thinking. For example, how do government policies in the Farm Bill play out across levels of the system of health, community, and well-being?</p> |
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| <p>ANALYZING ART:</p> <p>Use the Common Reading text to have students engage with art as a means of approaching complex issues. How do various arts address the topics of a Common Reading, whether that is inequality, the environment, technology, or food? How do we think about art and its function in society?</p> | <p>CAMPUS RESOURCE</p> | <p>One of the major exhibits for 2024-2025 in the WSU Museum of Art will be the <i>The Art of Food: Highlights from the Collections of Jordan D. Schnitzer and His Family Foundation</i>. As collector Jordan Schnitzer, notes, the exhibit offers visitors “the chance to see artworks that make us consider the nature of food in society. What we eat, where it is grown, and who grows it are central issues for all of us today.”</p> |
| | <p>CLASS ACTIVITY</p> | <p>Jordan Schintzer Museum of Art WSU</p> <p>See the WSU Museum Guide below. The museum welcomes class tours and will also be hosting a variety of special events and talks to accompany the exhibit and use of <i>How the Other Half Eats</i>. To arrange a tour, contact Kristin Becker at Kristin.carlson@wsu.edu</p> <p>Another approach would be for students to analyze the use of design principles in food packaging, past or present. Or to consider the digital design and culture principles that are used in the many websites that relate to food insecurity (see the Resource section below)</p> |
| | <p>USING HOW THE OTHER HALF EATS</p> | <p>Fielding -Singh explores throughout the book various cultural and sociological frames through which food is connected to identity (Divides, Nourishment, Compromises, Emotion). Students could be asked to consider the ways in which a piece of art, of their choosing, connects with or offers commentary on one of these frames or topics within the book. How might art make visible the tensions that exist within topics related to food.</p> |

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| <p>ANALYZING CULTURAL NORMS:</p> <hr/> <p>Use the Common Reading text to have students engage with concepts of cultural/societal norms and diverse ways of thinking.</p> | CLASS ACTIVITY | <p>Anthrozoologist Hal Herzog in his 2010 book <i>Some We Love, Some We Hate, Some We Eat: Why It's So Hard to Think Straight About Animals</i> writes about how the same animal may be categorized as pet, food product, or pest depending on context. Some of those contexts are situational (rabbit as pet, rabbit as stew), some are cultural (insects and small rodents as examples). What one finds acceptable as a food product is culturally constructed. Similarly, some traditional food products that are held dear in a culture are the result practices developed during times of scarcity or oppression. Soul Food traditions in the U.S., for example, have their origin in the Transatlantic Slave Trade and the limited food access for enslaved peoples. Food also offers many entry points into gendered labor and gender expectations. (Why is grilling considered an activity appropriate for males in US culture, but most “cooking” is done by women?) Food thus offers a context for students to research human history and varying cultural contexts.</p> |
| | USING HOW THE OTHER HALF EATS | <p>Fielding -Singh focuses extensively on the gendered nature of food labor and decision making. Chapter 10, “Kale Salad” explores aspects of cultural frames used around foods such as collard greens and kale salad.</p> |

QUANTITATIVE REASONING

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| <p>UNDERSTANDING AND PRESENTING DATA IN QUANTITATIVE FORMATS</p> <hr/> <p>Some Common Reading texts offer explicit quantitative</p> | CLASS ACTIVITY | <p>Asking students to convert ideas from a text, or from relevant other resources or research, into graphs, charts, and equations can help introduce the centrality of quantitative reasoning.</p> <p>In an introductory Environmental Science BSCI course, students identify themes/topics from the Common Reading as the basis for a system dynamics exploration, looking at the parts of a system, how they are connected and how the</p> |
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| analysis and information, but topics in any text can be the basis of quantitative analysis. | | structure impacts the behavior of that system over time. |
| | CAMPUS RESOURCE(S) | See the extensive list of resources below for resources that may work for your course. |
| | USING HOW THE OTHER HALF EATS | Sections of—and references used in— <i>How the Other Half Eats</i> could be analyzed for their use of quantitative analysis. How has this author presented quantitative research for her general audience? Does this presentation differ from that used in her sources? In addition, many of the websites in the references that conclude this Guide include links to detailed reports that provide examples of data and their analysis. For example, Feeding America includes not only very accessible interactive means of exploring hunger in America (Overall (all ages) Hunger & Poverty in the United States Map the Meal Gap (feedingamerica.org)) but also links to technical briefs on the methods and data used: Map the Meal Gap Methodology Feeding America |

SCIENTIFIC LITERACY

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| AGRICULTURAL SCIENCE, FOOD SCIENCE, NUTRITION, AND FOOD SYSTEMS | CLASS ACTIVITY | The extensive historic and current work done on the WSU campuses regarding food production presents ample opportunities for students to explore issues about the development, production, and consumption of food productions. Several current research projects are geared toward alleviating food shortages amid a changing climate, and also toward acknowledging Indigenous food sovereignty. Students could research, individually or in small groups, a particular food product or area of research, including its development as well as its nutritional, agricultural, and economic impact. For many of these products, students could interview faculty, staff, or graduate students involved in research, as well as utilizing published research and news articles. Campus includes many physical locations students could visit, and many of the products can also be purchased and sampled on campus or locally. MASC offers extensive |
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| | | <p>collections for the study of WSU’s past research and work in agriculture and food development.</p> <p>WSU’s Dining Services dietician, Martha Flores, is also very willing to do talks about nutrition and ways to strategize food selection. This might be an especially apt activity for student groups and residence halls: martha.flores@wsu.edu</p> |
| | <p>CAMPUS RESOURCE(S)</p> | <p>Horticulture Center and Tukey Orchard</p> <p>Eggert Family Organic Farm</p> <p>WSU Creamery</p> <p>WSU Premium Beef</p> <p>Viticulture & Enology</p> <p>Wheat and Small Grains</p> <p>Honey Bees + Pollinators Honey Sales</p> <p>Sensory Evaluation Lab</p> <p>CAHNRS homepage CAHNRS Clubs and Student Organizations</p> <p>WSU Manuscripts Archives and Special Collections (MASC)</p> <p>Dining Services</p> <p>School of Hospitality Business Management</p> |
| | <p>USING HOW THE OTHER HALF EATS</p> | |

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| <p>NATURAL RESOURCES AND THOUGHTFUL CONSUMPTION:</p> <p>We often neglect to think about the ethics of the materials and resources we consume. In today’s world, where students are becoming increasingly concerned about climate change, asking them to interrogate their own food consumption and food waste can be a way to further spark this interest.</p> | <p>CLASS ACTIVITY</p> | <p><i>How the Other Half Eats</i> offers an opportunity for students to become more aware of their daily consumption and waste of food, and the inputs of land, water, agricultural practices, packaging, and transportation that go into their foodways. For example, students could research one item they consume regularly to ask questions about the source of its ingredients, the location of its production, the food miles it took to reach them, and the source and eventual fate of its packaging. What peoples or communities contributed to the manufacturing of this food item? How is it shipped and distributed? What happens to the packaging at the end of its life (single-use, multiple-use, recyclable, compostable, landfill)? Would you characterize the food as ethically sourced and produced? Has the manufacturer considered what happens at the end of the object’s use (cradle-to-cradle manufacturing)?</p> <p>The above discussion could be paired with an activity or reflection about mindful consumption, consumer responsibility, and sustainability, or they could review sources on How to Be a Mindful Consumer.</p> <p>Food waste is a major itself is a significant topic, with nearly 40% of all food in the US ending up in landfills. Several years ago when the WSU Common Reading was <i>Garbology</i>, we similarly found that the majority of student garbage was comprised of food and food packaging. Having students log their food waste or investigate alternatives to landfilling waste (food recovery, composting) for producers, retail, and consumers could be used for assignment ideas.</p> |
| | <p>CAMPUS RESOURCE(S)</p> | <p>WSU Waste Management</p> <p>The WSU Waste Management Facility does class tours of their facilities, which include impressive work with composting, recycling (including electronic waste), and making items available for reuse (Surplus Sales). To arrange for a tour or presentation, contact Ron Redman, rlredman@wsu.edu</p> |

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| | | <p>Dining Services Sustainability Practices Dining Services partners with Waste Management (above) for composting and with Community Action Center for food recover)</p> <p>Past and Current Sustainability Projects</p> <p>Cougar Green Fund Projects Students also can both fund and propose projects that enhance research, education, and outreach regarding waste management, green buildings, organic agriculture, transportation, water and energy conservation, and other sustainability programs.</p> |
| | USING HOW THE OTHER HALF EATS | |

INFORMATION LITERACY

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| <p>ANALYZING AN AUTHOR'S USE OF PRIMARY AND SECONDARY SOURCES:</p> <hr/> <p>Building foundational skills for working with outside sources is something that a Common Reading text can help with by offering an example of how an author uses sources, and how they may do so differently than other texts students are using.</p> | CLASS ACTIVITY | Use the Common Reading text as a means for students to analyze how the author uses and incorporates primary and secondary sources into a text. Have students look at how the author introduces and comments on a source. The analysis can be extended by having the class use the bibliography or references to locate the original source to analyze how whether and how the author effectively conveys the source's information and perspective. |
| | CAMPUS RESOURCE(S) | <p>WSU Libraries</p> <p>WSU Manuscript, Archives, and Special Collections (MASC)</p> |
| | USING HOW THE OTHER HALF EATS | Have students follow Fielding-Singh's use of a source back to find the original source to analyze how that source has been used, adapted, or possibly even changed. Fielding-Singh also offers examples of how explanatory notes can be used expand what is presented in the text. |

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| <p>INTRODUCTION TO PRIMARY SOURCES:</p> <hr/> <p>Use the Common Reading text to introduce students to being primary researchers themselves, and how to identify where writers are using primary sources, and what effect those have on the information being presented.</p> | <p>CLASS ACTIVITY</p> | <p>Common Reading texts are selected in part because their topics overlap with areas of strength within WSU, which gives opportunities for students to directly interact with primary sources. Interaction with WSU programs, resources, and personnel thus provide opportunities for students to interact directly with primary sources through attendance at Common Reading talks, interviews, observations, visits to resources (such as MASC), or analysis of websites. The value of this process is two-fold: to encourage students to view themselves as researchers who can interact with and respond to primary sources, and to acquaint students with the research and creative activity of WSU.</p> |
| | <p>CAMPUS RESOURCE(S)</p> | <p>WSU Libraries</p> <p>WSU Manuscript, Archives, and Special Collections (MASC)</p> <p>WSU Common Reading Calendar</p> |
| | <p>USING <i>HOW THE OTHER HALF EATS</i></p> | <p>A section of <i>How the Other Half Eats</i> that expressly address the research process is the concluding chapter “About This Project.” In working with students on research strategies, this chapter could spark discussion about how research is conducted and presented, and what the ethical constraints are for human subjects research. This could be used in tandem for students conducting some primary research of their own through observation, interview, or survey. Or in exploring more about how primary research is conducted in a different field of study. Government documents in the library (and online) are also a way of introducing students to an important strand of research.</p> |

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| <p>SUMMARY AND RESPONSE SKILLS:</p> <hr/> | <p>CLASS ACTIVITY</p> | <p>Summary and response assignments can be used as a building block to incorporating sources into academic discourse. You might have students attend one or more Common Reading events during the semester, asking students to write a summary of the event’s main takeaways as well as their own response to the event. These became building blocks for practicing how to introduce other voices into a paper, summarizing the author/speaker’s point, and commenting on it to</p> |
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| Working with any supplemental text, including a Common Reading, is a great way to have students practice summarizing and responding with their own thoughts and research. | | connect the source to the student’s argument. They are also the key skills for building an annotated bibliography. |
| | CAMPUS RESOURCE(S) | WSU Libraries WSU Manuscript, Archives, and Special Collections (MASC) WSU Common Reading Program |
| | USING <i>HOW THE OTHER HALF EATS</i> | This same activity can also be used by having students summarize and respond to a portion of the Common Reading text, then eventually moving to putting Singh’s ideas in conversation with other primary or secondary sources. |

COMMUNICATION

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| <p>PRACTICING GRATITUDE:</p> <p>Appreciating the opportunity of a college education is something that can benefit all students. Common Reading texts often present diverse perspectives and experiences outside of what students have experienced, offering a great opportunity to reflect on the experiences that have led them to college, their own reasons for attending college, gratitude for those who support them.</p> | CLASS ACTIVITY | <p>Class activities to encourage gratitude might ask students to reflect, in writing or discussion, on the concept of gratitude, perhaps through the metaphor of who has nourished them, or who has given them a place at the table. What do they consider to be significant gifts they have received? These could encompass objects, experiences, actions, values, and opportunities. What gifts have they received from being part of their home communities? From being part of the WSU community? How do they nourish or support others. What is a “gift” they could give back to a community of significance that is not a gift requiring money? How might that “gift” contribute to the flourishing of the community? To the flourishing of the giver?</p> <p>Another related assignment could be for students to write to a person of significance expressing their gratitude, particularly as it relates to those helping them attend college. Send students to the Bookie or to CougPrints to pick up a WSU or Pullman-themed postcard. Have them write a note of thanks and mail it someone who helped them on their journey to being a WSU student.</p> |
| | CAMPUS RESOURCE(S) | <p>WSU Center for Civic Engagement (CCE)</p> |
| | USING <i>HOW THE OTHER HALF EATS</i> | <p>Students may notice the level of attention and work (emotional, physical, mental) that the mothers profiled in the book exert in feeding their families. This may lead to insights about their own childhoods and the food culture of the families and communities of which they have been a part.</p> |

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| <p>STORYTELLING AND THE SELF:</p> <p>Stories are one of the ways communities are bound together, and one of the ways we define ourselves. We can help students see themselves as part of their larger identity communities and the WSU campus community by asking them how stories function in their own lives.</p> | <p>CLASS ACTIVITY</p> | <p>You might create an activity or discussion about the stories that have been foundational or influential for your students (novels, movies or television, histories, family stories, etc.) How have these stories influenced students' relationship to the environment, and to others? Are there inherited stories that connect them with their ancestors?</p> <p>Are there stories that have inspired their decision to study at WSU, to participate in a particular activity, or to study a particular field?</p> <p>Students could also be introduced to the various ways in which academia encodes stories. For example, students could research how the stories of objects are recorded in the campus resources below noticing what is included, and what might differ from family or personal storytelling. How do research articles tell a story? Or quantitative analysis (graphs, statistics)? What stories are foundational to your own field of study? What stories are foundational to your own study and scholarship?</p> |
| | <p>CAMPUS RESOURCE(S)</p> | <p>WSU Libraries</p> <p>WSU Manuscript, Archives, and Special Collections (MASC)</p> <p>WSU Museum of Anthropology</p> <p>WSU Charles R. Connor Museum</p> <p>WSU Jacklin Collection Museum</p> |
| | <p>USING HOW THE OTHER HALF EATS</p> | <p>As your students read selections of <i>How the Other Half Eats</i>, what narratives about their own family food culture do they evoke? What role does food play in their family or community culture as a center of community? As heritage? What stories involving food have been passed down to communicate the values central to their family or community? Or to communicate challenges and hardship?</p> |

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| <p>SCIENTIFIC COMMUNICATION:</p> <p>The common reading text often includes research from a variety of sources, including scientific research, that is being communicated to a general, non-specialized audience. Texts like this offer a great opportunity to have students learn to communicate complex specialized topics to non-experts.</p> | <p>CLASS ACTIVITY</p> | <p>You may consider how you can engage students in topics from the Common Reading that allow them to practice their written communication, especially for a non-expert audience. Have students explore different writing genres to increase comprehension of a concept. For example, how could you explain a scientific concept as a recipe or as a children's story? Here is an example of using different genres to communicate scientific concepts. Kara Whitman has students in SoE 285 (the Science and Policy of Climate Change) create a dating profile for different climate phenomena. Students post their profile in a shared Padlet, like this one, that can be viewed by all the students.</p> |
| | <p>CAMPUS RESOURCE(S)</p> | <p>See our comprehensive list of resources below for resources that may work for your course.</p> |
| | <p>USING HOW THE OTHER HALF EATS</p> | <p>For a STEM or social science course, students could research one of more pieces of published literature on an aspect of food relevant to the focus of the course. How do the scientific or social science literature and Fielding-Singh's presentation complement or enlarge the other? Several of the resources in the Resource Section that follows include access to more detailed reports that allow for application of quantitative analysis skills.</p> |

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| <p>COMMUNICATING TO DIFFERENT AUDIENCES</p> <p>Information and knowledge can be presented in many forms. Those forms impact how that information and knowledge is understood and engaged with.</p> | <p>CLASS ACTIVITY</p> | <p>Most Common Reading texts are written for a general audience, but the topics themselves are covered in a wide range of information sources aimed at a variety of audiences. Class discussion topics could include analyzing the rhetorical choices made by the Common Reading author to address the book's audience, and successes and shortcomings in doing so. Students could also be directed to find other information sources on the same or similar topics, aimed at different audiences and for different purpose (scholarly articles, various websites, information for an "insider" audience, information from differing perspectives) to analyze the rhetorical choices made for those audiences.</p> |
| | <p>CAMPUS RESOURCE(S)</p> | <p>The WSU Library Guide included in this Guide offers an introduction to finding a vast array of related sources that could be examined as part of this activity.</p> |

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| | USING <i>HOW THE OTHER HALF EATS</i> | Fielding-Singh draws on a number of more specialized sources such as peer-reviewed articles and government documents. Students could be assigned to locate one of the sources Fielding-Singh used and compare the original presentation of information to her use in <i>How the Other Half Eats</i> , which is intended for a general audience. |
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DIVERSITY

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| <p>TEACHING SOCIAL POSITIONALITY:</p> <p>Asking students to interrogate their own social positionality in relation to others is a main component of teaching cross-cultural understanding and communication. The Common Reading text, through its highlighting of diverse peoples and topics often can provide a starting point for discussing these issues.</p> | CLASS ACTIVITY | <p>Which positions are you most aware of in your everyday life? Which slip past your awareness? Why might this be the case?</p> <p>Which are inherited or applied by society, and over which do you feel more ownership? Which positions are changeable, and which are more stable?</p> <p>Which categories are more marginalized in our society, and which are more valued?</p> <p>In which ways have your positionalities influenced your relationship to food? To your family, or to your community?</p> |
| | CAMPUS RESOURCE(S) | <p>Native American Programs</p> <p>Office of Outreach and Education</p> <p>Access Center</p> <p>MSS Centers</p> <p>[DIVR] UCORE courses</p> <p>LGBTQ+ Student Center</p> |
| | USING <i>HOW THE OTHER HALF EATS</i> | <p>How might your positionalities influence your reading of <i>How the Other Half Eats</i>? What positionalities do you share with the author? Which differ? In what ways does reading about the food experiences of the various families highlighted in <i>How the Other Half Eats</i> enlarge the reader’s awareness of different perspectives and positionalities?</p> |

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| <p>ISSUES OF SOCIAL INJUSTICE:</p> <p>Current work on WSU’s Strategic Plan prioritizes inclusion, diversity, equity, and access. Most Common Readings also address these topics in some way and provide a point of access to address these topics as they are presented in the book and as they are connected to the focus of a class.</p> | <p>CLASS ACTIVITY</p> | <p>Virtually any course is related to issues of social injustice, exclusion, power, and privilege. Including discussion of these issues across all disciplines is important to furthering our strategic commitment to the values and practices of inclusion, diversity, equity, and access. This might include topics such as ways your discipline has participated in perpetrating and/or counteracting injustices, or ways that your discipline helps us understand better issues of inequality, power, and privilege.</p> <p><i>How the Other Half Eats</i> provides rich opportunities to discuss food insecurity and inequalities in food access in our region, country, and globally. For those who used <i>Braiding Sweetgrass</i> in 2022-2024, these issues intersect with those of food sovereignty raised by that book.</p> |
| | <p>CAMPUS RESOURCE(S)</p> | <p>Native American Programs</p> <p>Office of Outreach and Education</p> <p>Access Center</p> <p>MSS Centers</p> <p>[DIVR] UCORE courses</p> <p>LGBTQ+ Student Center</p> |
| | <p>USING HOW THE OTHER HALF EATS</p> | <p>Consider activities or class discussions that link food insecurity to other aspects of structural inequality—such as in housing, urban planning, education, labor practices, health and human services, political representation. Alternatively, consider class activities that explore how inequalities of various kinds (environmental, medical, educational, financial, legal, etc, as pertinent to your field) affect well-being.</p> |

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| <p>SEEING AND ACKNOWLEDGING DIVERSE LOCAL</p> | <p>CLASS ACTIVITY</p> | <p>Create a class project in which students create or access information related to food or food insecurity in a local context, either that in campus or regional communities, or in their home community. This could include introducing students to some of the interactive websites that</p> |
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| <p>EXPERIENCES OF FOOD:</p> <hr/> | | <p>present data on the prevalence of food insecurity by county. An important study conducted in 2022 by the Washington Student Achievement Council also presents data on food insecurity among college students in our state, including at all the WSU campuses.</p> <p>https://wsac.wa.gov/sites/default/files/2023.BasicNeedsReport.pdf</p> |
| | <p>CAMPUS AND LOCAL RESOURCE(S)</p> | <p>Dining Services Exploring availability of diverse food options in local grocery and specialty food stores Researching local food assistance programs</p> |
| | <p>USING HOW THE OTHER HALF EATS</p> | <p>Ask students to connect the topics of <i>How the Other Half Eats</i> to food access data in the community of your campus or in their home communities.</p> <p>Feeding America’s Map the Meal Gap tool allows one to explore food insecurity across the nation at the county level. The links in the resource section below also offer access to data at a local, state, and national level. Sites such as the World Food Program provide food insecurity data on a global level.</p> |

DEPTH, BREADTH, AND INTEGRATION OF LEARNING

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| <p style="color: red; text-align: center;">UTILIZING COMMON READING PROGRAMMING TO EXPLORE DISCIPLINARY PERSPECTIVES</p> <hr style="border: 0.5px dashed red;"/> <p>The Common Reading Program intentionally hosts speakers and events from across a range of disciplines. The Common Reading text is also chosen intentionally to connect with a variety of disciplines.</p> | <p>CLASS ACTIVITY</p> | <p>Send students to a variety of CR event/activities or resources throughout the semester and have them respond to a prompt that requires them to address how the activities/resources speak to each other. Likewise, you could introduce a discussion or assignment in which students are asked to make connections between the Common Reading text and what they are learning about in not only your course, but in others they are taking.</p> |
| | <p>CAMPUS RESOURCE(S)</p> | <p>WSU Common Reading Calendar</p> <p>WSU Events Page</p> <p>WSU Resource Page</p> |
| | <p>USING HOW THE OTHER HALF EATS</p> | <p>Assign a common question prompt that students address via a jigsaw group reading of the Common Reading text, or by exploring a variety of campus resources or set of related primary/secondary texts. Have students present their findings/reflection on the common question to either a small group or to the class with oral or written presentation (such as discussion boards in Canvas). If your class is doing a public presentation, you can also request that it be added to the Common Reading calendar so that other students can attend. For example, SOE 110’s final poster presentations were used as Common Reading events for several years.</p> <p>Another connection between <i>How the Other Half Eats</i> and the disciplinary practices can be found in the final chapter of the book, “About this Project.” In this section, Fielding-Singh highlights the epistemological and ethical considerations she weighed in conducting her research. While this particular study is qualitative in nature and sociological in discipline, every field faces similar questions regarding appropriate research methods. This final chapter could be a starting point for discussion.</p> |

Campus and Community Resources

In this section, you will find supplemental resources to use alongside *How the Other Half Eats*, including movies, documentaries, websites, and organizations.

FOOD INSECURITY RESOURCES

WASHINGTON STUDENT ACHIEVEMENT COUNCIL BASIC NEEDS REPORT

Full report: <https://wsac.wa.gov/sites/default/files/2023.BasicNeedsReport.pdf>

Summary: <https://wsac.wa.gov/sites/default/files/2023.BasicNeedsSummary.pdf>

January 2023 report on a statewide survey of postsecondary basic needs done in Washington State by the Washington Student Achievement Council. The 2023 survey had participation by students from each of the WSU campuses. This survey will be readministered in Fall 2024.

DISRUPTING FOOD INSECURITY, URBAN INSTITUTE

<https://apps.urban.org/features/disrupting-food-insecurity/>

Interactive map, searchable by county, including comparative data on food insecurity, physical health, housing costs, income and employment, financial health, demographics, geography (compared to peer group average, state average, national average).

FEEDING AMERICA

<https://www.feedingamerica.org/>

Feeding America website on Hunger in America: includes Hunger facts and links to reports on hunger. Includes more detail on facts about hunger among children, seniors, active military/veterans, and rural, African American, Latinx, Native American, and Asian American communities; info on effects of hunger on health, connection of hunger and poverty, and causes and consequences of food insecurity.

FEEDING AMERICA – MAP THE MEAL GAP TOOL

<https://map.feedingamerica.org/>

Feeding America interactive map of food insecurity that can be searched by county and year (2017-2021). Also includes links on methodology of the map and links to technical briefs (sources of data, mathematical equations used, coding strategies, survey questions, and references with links). The Map the Meal Gap dataset can also be requested.

THE HOPE CENTER FEDERAL BASIC NEEDS INSECURITY DATA

<https://hope.temple.edu/npsas>

Temple University's The Hope Center reports federal data on students experiencing food insecurity and homelessness. The report was released in summer 2023.

USDA DEFINITIONS OF FOOD SECURITY AND INSECURITY

<https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-u-s/definitions-of-food-security/>

USDA SPECIAL SUPPLEMENTAL NUTRITION PROGRAM FOR WOMEN, INFANTS, AND CHILDREN (WIC)

<https://www.fns.usda.gov/wic>

National program that serves about half of all infants born in the U.S. Site includes links to policy memos, data, and research reports.

USDA SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP)

<https://www.fns.usda.gov/snap/supplemental-nutrition-assistance-program>

National Program that serves 1 in 4 Americans. Site includes links to policy memos, legislation, regulations, data and research reports.

WSU RESOURCES

COUGAR MEAL SWIPE

<https://studentcare.wsu.edu/student-assistance/pullman/food-assistance/cougar-meal-swipe-program/>

Formerly Cougs Feeding Cougs, the Cougar Meal Swipe program is an account where eligible students can privately request funds to be used at campus dining locations.

OFFICE OF THE DEAN OF STUDENTS

<https://deanofstudents.wsu.edu/student-resources/>

WSU GLOBAL CAMPUS FOOD VOUCHER PROGRAM

<https://online.wsu.edu/aswsug/reimbursements/>

WSU PULLMAN COUGAR FOOD PANTRY

<https://cce.wsu.edu/resources/student-resources/cougar-food-pantry/>
<https://studentcare.wsu.edu/student-assistance/pullman/food-assistance/>

The Cougar Food Pantry is open to all Pullman students (undergraduate, graduate, and professional) who need a snack, meal, or basic personal items.

WSU TRI-CITIES COUGAR CUPBOARD

<https://tricitie.wsu.edu/finaid/foodbank/>

WSU VANCOUVER COUGAR FOOD PANTRY

<https://studentaffairs.vancouver.wsu.edu/cougar-food-pantry>

WSU RESOURCES FOR FOOD PRODUCTION, AGRICULTURE, HOSPITALITY:

- [Horticulture Center and Tukey Orchard](#)
- [Eggert Family Organic Farm](#)
- [WSU Creamery](#)
- [WSU Premium Beef](#)
- [Viticulture & Enology](#)
- [Wheat and Small Grains](#)
- [Honey Bees and Pollinators](#)
 - [Honey Sales](#)
- [Sensory Evaluation Lab](#)
- [CAHNRS](#) homepage
 - [CAHNRS Clubs and Student Organizations](#)
- [School of Hospitality Business Management](#)

PALOUSE/PULLMAN COMMUNITY RESOURCES

COMMUNITY ACTION CENTER- PULLMAN COMMUNITY FOOD BANK

<https://www.cacwhitman.org/foodbank/>

Local Pullman community resources for energy assistance, housing, weatherization, community kitchen, and food access.

PALOUSE-CLEARWATER FOOD COALITION

<https://www.pcfoodcoalition.org/>

PALOUSE FRESH FOOD PROJECT

<https://cce.wsu.edu/programs/palouse-food-project/>

PULLMAN CHILD WELFARE FOOD BANK

<https://pullmanchildwelfare.org/>

SECOND HARVEST

<https://2-harvest.org/>

Searchable site for nearest food pantries and mobile markets, Huger Crusade short videos on food “rescue” efforts via partnerships with food producers and grocery stores, as well as innovative food distribution efforts in eastern Washington. Serves Eastern Washington and North Idaho.

WHITMAN COUNTY PUBLIC HEALTH

<https://palouserresources.org/>

Palouse Resource Guide, including links to Nutritional Assistance Programs (SNAP, WIC, et.), emergency food services, senior meals, food pantries, home-delivered meals.

STATE OF WASHINGTON RESOURCES

WASHINGTON STUDENT ACHIEVEMENT COUNCIL BASIC NEEDS REPORT

<https://wsac.wa.gov/sites/default/files/2023.BasicNeedsReport.pdf>

<https://wsac.wa.gov/sites/default/files/2023.BasicNeedsSummary.pdf>

January 2023 report on a statewide survey of postsecondary basic needs done in Washington State by the Washington Student Achievement Council.

CITY OF SEATTLE RACE AND SOCIAL JUSTICE INITIATIVE (RSJI) ON FOOD INSECURITY

<https://www.seattle.gov/rsji/racial-equity-research/food-insecurity#government>

Emergency Includes King County data, stories from the community, root causes of food insecurity (focus on BIPOC), and links to articles and books (general and Loca), and links to community and governmental programs addressing hunger.

FEEDING WASHINGTON: WASHINGTON STATE HUNGER FACTS

<https://feedingwashington.org/learn-about-hunger/facts-about-hunger/>

HUNGER IN WASHINGTON, WASHINGTON STATE DEPARTMENT OF AGRICULTURE

<https://agr.wa.gov/services/food-access/hunger-in-wa>

Emergency Food Assistance Program (EFAP) Data links. EFAP, established in 1986, serves approximately 17. Million people each year and is supported by state and federal funds. Includes stats on food pantry suage, tribal voucher program, links to extensive annual reports with breakdowns of EFAP client usage, demographics, and strategies to improve access to food.

NORTHWEST HARVEST

<https://www.northwestharvest.org/>

Includes legislative priorities, links to further resources.

FILMS ON RELATED SUBJECTS

FOOD + INJUSTICE = DEMOCRACY (TEDXMANHATTAN)

(12 MIN, 2018, CLAUDIA ESTRADA-HOWELL)

https://www.ted.com/talks/claudia_estrada_howell_food_insecurity_amongst_college_students

FOOD INSECURITY AMONGST COLLEGE STUDENTS

(TEDXS DMESACOLLEGE)

(12 MIN, 2013, LADONNA REDMOND)

<https://www.youtube.com/watch?v=vdZfSuz-Hu8>

In her emotional and compelling talk, Claudia shares her own story dealing with food insecurity as a child and how that pushes her to help create programs that provide free food for college students. She asks the audience to help create a change in culture with regards to how we view food insecurity and demands that college campuses start providing access to free food for their students now.

GATHER (74 MIN, 2020, KANOPY)

Gather follows the stories of Indigenous communities who are part of a growing movement to reconnect with spiritual and cultural identities—a chef reclaiming ancient foodways on the Apache reservation, a Lakota high school student proving the native wisdom of eating buffalo, and a group of young Yurok men in Northern California seeking to rehabilitate the habitat of their sacred salmon.

<https://www.kanopy.com/en/wsuvideo/10847002>

THE KIDS MENU (AMAZON)

(88 MIN, 2016, DIR: KURT ENGFELDER)

<https://www.amazon.com/Kids-Menu-Joe-Cross/dp/B01DN15WJG>

TEXTBOOKS OR DINNER? FOOD INSECURITY ON CAMPUSES

(11 MIN, 2022, SHANNON QUE, TEDXACU)

<https://www.youtube.com/watch?v=9BKGmWlQd2E>

Que draws on national/local data and personal accounts to confront the difficult realities of food insecurity, challenge harmful stereotypes, and incite hope about advocating for student success through reversing patterns of suffering and division. Que has spent several years researching the issue of food insecurity on college campuses, winning the 2019 Hatfield Prize through the Center for Public Justice for her research and continued this work through graduate school. She is currently continuing this work through a grant-funded project to mobilize the recommendations unearthed through her research.

UNNATURAL CAUSES: PLACE MATTERS (KANOPY)

(30 MIN, 2008, DIR. LARRY ADELMAN)

<https://www.kanopy.com/en/wsuvideo/62777>

Why is your street address such a good predictor of your health? Latino and Southeast Asian immigrants like Gwai Boonkeut have been moving into long-neglected urban neighborhoods such as those in Richmond, California, a predominantly Black city in the San Francisco Bay Area. Segregation and lack of access to jobs, nutritious foods, and safe, affordable housing have been harmful to the health of long-time African American residents, and now the newcomers' health is suffering too. As Harvard's David Williams reminds us, "Housing policy is health policy. Neighborhood improvement policies are health policies. Everything that we can do to improve the quality of life for individuals in our society has an impact on their health and is a health policy."

UNNATURAL CAUSES: BAD SUGAR (KANOPY)
(30 MIN, 2008, DIR. LARRY ADELMAN)
<https://www.kanopy.com/en/wsu/video/6277>

The Pima and Tohono O’odham Indians of southern Arizona have arguably the highest diabetes rates in the world – half of all adults are afflicted. But a century ago, diabetes was virtually unknown here. Researchers have poked and prodded the Pima for decades in search of a biological – or more recently, genetic – explanation for their high rates of disease. Meanwhile, medical-only interventions have failed to stem the rising tide not just among Native Americans, but globally.

What happened to the health of the Pima? *BAD SUGAR* explores this topic.

WE ARE WHAT WE EAT (KANOPY)
(54 MIN, 2017, PBS)
<https://www.kanopy.com/en/wsu/video/1490157>

Michael and James explore how the chemicals in our food feed and build our bodies. The world is full of different cuisines and thousands of different meals. Yet when they’re reduced to their essence, there are actually just a handful of ingredients that our bodies absolutely need from our food to survive. These essential molecules come in a series of familiar sounding groups – carbohydrates, fat, protein, vitamins and minerals – but Michael and James discover plenty of surprises as they seek to understand exactly why each class of molecule is so important for the way our bodies work.

WHAT WE GET WRONG WHEN WE THINK ABOUT FOOD INSECURITY
(TEDXYOUTH@PCI)
(18 MIN, 2021, LESLIE CAMPBELL)
<https://www.youtube.com/watch?v=pLJ3XnTMlRM>

Canadian college-aged speaker on the connection between food insecurity and structural racism.

Collection and Exhibit Resources: Jordan Schnitzer Museum of Art WSU

This section highlights resources and opportunities at [Jordan Schnitzer Museum of Art WSU](#) that relate to the common reading book, *How the Other Half Eats*.

COLLECTION STUDY CENTER RESOURCES

While the Collection Study Center is closed in Fall 2024 for renovation, it will open again in Spring 2025. Faculty/classes may request appointments to view works from the museum's permanent collection in the [Collection Study Center](#) (CSC), located in the Fine Arts building (Room 5092) next door to the Crimson Cube museum structure. Please email the Curator of Education and Programs (Kristin Becker: kristin.carlson@wsu.edu) to schedule a visit to the CSC.

NOTE: You may search the museum's permanent collection here, but many entries do not have images associated with them yet: <https://jsmawsucollection.catalogaccess.com> This tool is most effective if you are looking for a specific artist.

These are some examples from the permanent collection that may be of interest in relation to *How the Other Half Eats*:

- Flora Mace and Joey Kirkpatrick, [Fruit Still Life](#), glass sculpture (on view in CUE atrium, 2nd floor)
- Roy Lichtenstein, [Untitled](#) (Still Life with Lemon and Glass), lithograph
- Corita Kent, [fresh bread](#), print (see [image](#))
- James H. Barker, [Dinner at David Nicolais's Home](#), b/w photography
- Joseph Hirsch, [Lunch Hour](#), lithograph (see [image](#))
- Carrie Mae Weems, [Commemorating Every Black Man Who Lives to See Twenty-One](#), sculpture

WSU JORDAN SCHNITZER MUSEUM OF ART PROGRAMS FOR 2024-25

The Art of Food: From the Collections of Jordan D. Schnitzer and His Family Foundation

On view August 20, 2024 - March 8, 2025

Jordan Schnitzer Museum of Art WSU Pullman

Museum Hours for Fall 2024 and Spring 2025:

Tues-Sat 10am-4pm

Check the museum's [event calendar](#) later this summer for a full list of public programming in relation to *The Art of Food*

To schedule a class visit or group tour, please use the [Book a Visit form](#) (Visits may be requested outside normal open hours. Please request your visit a minimum of two weeks in advance.)

EXHIBITION DESCRIPTION FOR *THE ART OF FOOD*:

In its most everyday sense, food is a physical necessity, yet its overall significance goes far beyond sustenance. Food is integral to our communities, relationships, cultures, and languages. People interact with food on varying levels. Some of us grow or gather it; more of us buy it. We transform it by cutting, cooking, and dressing it with spices, marinades, and garnishes. We use food as an intermediary to connect with others through holiday meals, business lunches, dates, and more.

Our food choices also carry ethical implications. What we eat affects and is affected by an intricate global food chain. We fight over food. We deny food to some as a tool of suppression and cultural erasure. We fear for our health, the challenge of feeding a growing global population, and the effects of climate change on food production. These topics are especially relevant at WSU Pullman, a land-grant university with research and scholarship rooted in agriculture and food sciences.

Featuring more than 100 works in a variety of media from the renowned collections of Jordan D. Schnitzer and his Family Foundation, *The Art of Food* showcases how some of the most prominent artists of the twentieth and twenty-first centuries have considered this universal subject. Organized thematically, it uses an artistic lens to examine the subject of food beyond its purpose as body fuel.

Presented by the Jordan Schnitzer Museum of Art WSU and curated by Olivia Miller at the University of Arizona Museum of Art. Funding for this exhibition is provided by the Samuel H. and Patricia W. Smith Endowment and friends of the museum.

Questions? Please contact Kristin Becker, Curator of Education and Programs:
kristin.carlson@wsu.edu

Manuscripts, Archives, and Special Collections

Part of the WSU Libraries system, the [Manuscripts, Archives, and Special Collections \(MASC\)](#) offers many resources for students to study primary sources and to research ongoing projects related to food. Used alongside *How the Other Half Eats*, these resources can help students connect students with primary sources, including historical photographs and documents related to WSU, our region, and state.

Some collections have been digitized and can be accessed virtually; students and classes are also welcome to arrange visits to examine materials in person. MASC, for example, hosts class visits for which relevant materials are laid out in their reading room for students to examine. MASC also anticipates hosting an exhibit related to *How the Other Half Eats*, opening in November 2024.

MASC MANUSCRIPTS

<https://libraries.wsu.edu/masc/collections-subject/>

MASC ARCHIVES

<https://libraries.wsu.edu/masc/university-archives/>

MASC PHOTOGRAPHS

<https://libraries.wsu.edu/masc/photographs/#ref2>

MASC DIGITAL COLLECTIONS

<https://content.libraries.wsu.edu/digital/custom/collections>

MASC: ARCHIVES WEST

<https://archiveswest.orbiscascade.org/>

Below are search strategies and collections particularly focused on connections to *How the Other Half Eats*, compiled by Talea Anderson, Scholarly Communication Librarian.

FOOD IN THE 18TH CENTURY

In [Search It](#), try the following searches. Limit the results to “Location = MASC.”

- Agriculture—Early works to 1800
- Botany—Early works to 1800
- Cooking, Early works to 1800
- Cookbooks—England, 18th century
- Gardening—Early works to 1800
- Plant physiology—Early works to 1800

FOOD IN THE 19TH CENTURY

In [Search It](#), try the following searches. Limit the results to “Location = MASC.”

- Agriculture
- Agriculture—Periodicals
- Cooking—England, 19th century
- Cooking, English
- Cooking, American
- Formulas, recipes, etc.
- Food adulteration and inspection

In [Digital Collections](#), try searching the following:

- Agriculture, Baking, Banquet, Cooking, Cookbook, Dining, Farm, Farming, Food, Fruit, Gardening, Grain, Home Economics, Kitchen, Lentils, Meal, Recipes, Vegetables, Wheat, etc.
- One collection to consider is the [Vancouver Independent](#), where one can see advertisements for products such as Hostetters Bitters and Royal Baking Powder.

FOOD IN THE 20TH AND 21ST CENTURIES

In [Search It](#), try the following searches. Limit the results to “Location = MASC.”

- Agriculture
- Agriculture—Periodicals
- Community cookbooks
- Cookbooks—20th century
- Cookbooks—21st century
- Cooking—Washington (State)
- Cooking, American
- Cooking (Fish)
- Cooking (Game)
- Food
- Food adulteration and inspection
- Home
- Home economics
- Hygiene
- Meat inspection

In [Digital Collections](#), try searching the following:

- 4-H food, Advertising, Agriculture, Baking, Banquet, Cooking, Cookbook, Dining, Farm, Farming, Food, Fruit, Gardening, Grain, Home Economics, Kitchen, Lentils, Meal, Ovens, Picnics, Recipes, Restaurants, Snacks, Vegetables, Victory Gardens, Wheat, etc.

Digital Collections to consider include the following:

- [1927 Apple Week Publicity Scrapbook](#): A collection that draws attention to the history of fruit agriculture and migrant labor in the Yakima Valley.
- [Drive-Ins](#): A set of images featuring locations such as Chucks Drive-In and Lycan Drive-In Ice Cream in Pullman.
- [Extension Images](#) and [WSU Extension Series](#): Collections highlighting WSU's role in educating the public about agriculture and food production.
- [Irwin Nash Photographs](#): A collection that spotlights the work of migrant laborers in the Pacific Northwest.
- [Mayview Tram, Snake River, circa 1935](#) : A silent film depicting grain-tram action during the 1930s.
- [Orville Vogel](#): A set of images highlighting Vogel's role in developing semi-dwarf wheat.
- [Propaganda Posters](#): A collection featuring posters created by the U.S. government in World Wars I and II to encourage rationing, gardening, and reduction in food waste.

To find relevant manuscripts and archival collections, search in [Archives West](#). If you would like to find collections located in Pullman, limit your search to "Washington State University Libraries' Manuscripts, Archives, and Special Collections (MASC)." Try the following keywords:

- Food advertising, Agriculture, Baking, Banquet, Cooking, Cookbook, Dining, Farm, Farming, Food, Fruit, Gardening, Grain, Home Economics, Kitchen, Lentils, Meal, Ovens, Picnics, Recipes, Restaurants, Snacks, Vegetables, Victory Gardens, Wheat, etc.

Some archival collections to consider include:

- [College of Home Economics, Dean Records, 1919-1957](#) : This collection includes correspondence, reports, applications, speeches, pamphlets, newspaper clippings, and photographs relevant to home economics at WSU.
- [Celilo Falls Film, 1932](#) and [Chet Ullin Photographs of Celilo Falls, circa 1940s](#) : Collections documenting Native American fishing practices at Celilo Falls.
- [Drucker Photographs of Korea and Japan, 1910-1940s](#) : This collection includes shipboard menus dating from 1936.
- [Home Economics Research Center Records, 1942-1979](#) : Includes memoranda, correspondence, and minutes of committees in the College of Agriculture and in the College of Home Economics.
- [McCroskey Hall Records, 1920-1968, 2013-2014](#) : Includes menus for social events at McCroskey Hall.
- [Kenneth Nishiyori Collection, 1942-1944](#) : Includes camp menus for Tule Lake Relocation Center, an incarceration camp where Japanese citizens were housed during WWII.
- [Ella Schafer Collection of Home Economics Publications, 1894-1925](#): Includes curricular materials as well as advertisements by food-makers in the late-19th and early-20th centuries.
- [Foods of the Plains and Coast Area Indians, 1959](#) : A thirteen-page manuscript.
- [Historic Ephemera Collection, 1880-2016](#) : Includes advertisements, menus, and pamphlets about food products.

- [Northwest Horticultural Council Records, 1951-1976](#) : Includes correspondence with agricultural agencies, producers and shippers, and the Council's European representatives concerning the protection, promotion and transportation of fruit products.
- [Pacific Northwest Farm Forum Taped Addresses, 1978](#) : Recordings from a forum sponsored by the Agricultural Bureau of the Spokane Area Chamber of Commerce.
- [Unifine Milling Company Records, 1949-1996](#) : Includes correspondence, photographs, and plans related to the development of the unifine process at Washington State University in addition to the company's own operating records.
- [Westin Hotels and Resorts, Chef Walter Roth Papers, circa 1951-1980s](#): Includes recipes, menus, and other culinary papers related to Chef Walter Roth's career with Westin Hotels and Resorts.
- [Westin Hotels and Resorts, J. William Keithan Archives, 1905-2004](#) : Includes materials from food and beverage conferences and committees.
- [WSU Ephemera and Realia Collection, 1905-2017](#) : Includes menus, napkins, and coasters.
- [WSU Housing and Food Service Records, 1988-1994](#) : Includes reports, memos, and correspondence regarding food services at WSU.
- [WSU Scrapbooks, 1892-1959](#) : Includes late-1930s Cougar Cottage menu.
- [Yakima Valley Grape Growers Records, 1934-1973](#) : Includes correspondence, memoranda, reports, financial statements, price and purchase information, production data, annual meetings, articles of incorporation and by-laws, and litigation materials.
- [Yakima Valley Growers-Shippers Association Records, 1917-1981](#) : Records reflect the YVGSA's efforts to distribute fruit from the Yakima Valley to markets both domestic and abroad.

Library Resource Guide

[The Common Reading Library Resource](#) Guide is also available on the LibGuides area of the WSU Libraries website, alongside many other helpful resources. The *How the Other Half Eats* Library Resource Guide is reproduced below:

This guide, created by Library Instruction specialist Corey Johnson, will introduce you to a variety of resources related to *How the Other Half Eats* by Priya Fielding-Singh. The WSU Libraries have five-simultaneous-users electronic copy of the book available for browser reading and download. There are also five print copies available on 3-day reserve at Holland and Terrell Libraries. Finally, there is one copy available for full six month check out.

For more details, see the [Search It](#) record for the eBook, the [Library Guide](#) to aid in accessing and reading the book, and/or the Libraries' website for the [book](#):

This resource is also available on the WSU Libraries LibGuides Website for [this year's Common Reading](#).

REFERENCE SOURCES — SEARCH IT

To find reference resources, go to Search It from the Libraries homepage (libraries.wsu.edu), click on the “[advanced search](#)” button, type in a keyword or two that describes your topic, enter (encyclo* OR diction*) in the second search box and limit to “in the title,” then click Search.

RESOURCE EXAMPLES:

- [A Dictionary of Food and Nutrition](#)
by David A. Bender
(eBook)
- [Archaeology of Food: An Encyclopedia](#)
edited by Karen Bescherer Metheny and Mary C. Beaudry
(eBook)
- [The Oxford Encyclopedia of Food and Drink in America](#)
edited by Andrew F. Smith
(eBook)

- [Fast Food and Junk Food: An Encyclopedia of What We Love to Eat](#)
by Andrew F. Smith
(eBook)
- [Ethnic American Food Today: A Cultural Encyclopedia](#)
edited by Lucy M. Long
(eBook)
- [Encyclopedia of Foods: A Guide to Healthy Nutrition](#)
prepared by medical and nutrition experts from Mayo Clinic, University of California Los Angeles, and Dole Food Company, Inc.
(Owen Science and Engineering Library Reference, TX349.E53 20020)

BOOK SOURCES – SEARCH IT

Search It features a single user-friendly interface to search across WSU resources and those of 35+ other academic libraries across the Pacific Northwest. Search It has books, articles, media items and much more. You can explore Search It from the [WSU Libraries homepage](http://libraries.wsu.edu) (libraries.wsu.edu).

PRINT BOOK EXAMPLES:

- [Hunger in the Land of Plenty: A Critical Look at Food Insecurity](#)
by James D. Wright
Holland and Terrell Libraries HD9005 .W75 2019

EBOOK EXAMPLE:

- [Families, Food, and Parenting: Integrating Research, Practice and Policy](#)
edited by Lori A. Francis

JOURNALS AND GOVERNMENT PUBLICATIONS

Search It features tens of thousands of online journals and millions of government publications and individual documents. Here are some examples relating to *How the Other Half Eats*:

- [Food Security](#)
- [Maternal and Child Nutrition](#)

- [Food Insecurity in Households with Children: Prevalence, Severity, Household Characteristics](#)
- [Journal of the Academy of Nutrition and Dietetics](#)
- [Trends in Food Science and Technology](#)

LIBRARY OF CONGRESS SUBJECT HEADINGS

Subject headings will lead you to helpful human-indexed materials related to *How the Other Half Eats*. You can search for these subject headings in Search It (searchit.libraries.wsu.edu) by clicking on “Browse Search,” and selecting “By subject” from the list to browse. Examples are:

- Food security - united states
- Hunger - United States
- Food relief - United States
- Food habits - Social aspects - United States
- Immigrants - Social life and customs
- Junk food - United States
- Convenience foods - United States
- School children - Nutrition - United States
- Food industry and trade - United States
- Fast food restaurants - United States

ARTICLES (NEWSPAPER, MAGAZINE, JOURNAL)

To find database resources, click on the “Databases” crimson button on the Libraries homepage (libraries.wsu.edu). From this page, one can browse via the A-Z listings of databases or do a keyword search across database titles and brief descriptions.

For U.S. food and nutrition specific resources, use the A to Z listing to find these databases:

- [CAB Abstracts](#) - Citations with abstracts to the world literature on all aspects of agriculture including nutrition.
- [AGRICOLA](#) - Contains bibliographic records from the U.S. Department of Agriculture’s National Agricultural Library.

For humanities and social science scholarly journal articles, use the A to Z listing to find these databases:

- [Worldwide Political Science Abstracts](#) (political science)
- [NCJRS Database](#) (criminology)
- [America: History and Life](#) (history)
- [Sociological Abstracts](#) (sociology)
- [APA PsycINFO](#) (psychology)

For science scholarly journal articles, use the A to Z listing to find these databases:

- [Scifinder Scholar](#), [Web of Science](#) and [Academic Search Complete](#) (all sciences)
- [GreenFILE](#) (environmental issues)
- [PubMed](#) (human health)

For newspaper articles, use the A to Z listing to find these databases:

- [ProQuest Global Newsstream](#)
- [Nexis Uni](#)
- [Chronicling America: Historic American Newspapers](#)

For magazine articles, use the A to Z listing to find these databases:

- [Academic Search Complete](#)
- [Readers' Guide Retrospective](#)

* [Search It](#) has articles as well as books and other library materials.

* Use the FindIt!@WSU button to help you locate the full-text of articles or to order them as needed.

MEDIA – SEARCH IT

Most video media resources are available through streaming format (see AVON and Kanopy below). Physical media items (DVD, VHS, CD, records, etc.) are available in the Current Journals and Newspapers room, in Holland and Terrell Libraries (Ground Floor). You can order most physical media items for home delivery. First, explore [Search It](#) at <http://searchit.libraries.wsu.edu/> by entering your query. You can then limit your search to media items in the “Type” section on

the left side of the page (note that you might need to click on “Show More” to see DVDs, CDs, etc.)

[Academic Video Online](#) (AVON) - Academic Video Online is the most comprehensive video subscription available to libraries. It delivers more than 66,000 titles spanning the widest range of subject areas including anthropology, business, counseling, film, health, history, music, and more.

[Kanopy](#) Streaming Video - Kanopy has more than 26,000 films covering a broad range of subject areas, including documentaries, training films and feature films.

Physical Media Resource Examples:

- [Food Evolution](#)
Black Valley Films presents; in association with Boomdozer, Inc.; a film by Scott Hamilton Kennedy
(WSU Holland and Terrell Libraries, DVD 5116)
- [Feeding Frenzy: The Food Industry, Marketing, and the Creation of a Health Crisis](#)
a Media Education Foundation production; director, producer, Kate Geis; co-producer, Rebecca Rideout; executive producer, Sut Jhally.
(WSU Tri-Cities Library Reserve, DVD, HD9000.5 .F3435 2013)
Note: Also available via Kanopy to WSU Vancouver
- [Kids Rock Nutrition in the Kitchen](#)
produced by Nutrition.gov/Food and Nutrition Information Center, National Agricultural Library, U.S. Department of Agriculture
(WSU Holland and Terrell Libraries, Media U.S. Docs A17.31:N 95/CD)

How the Other Half Eats Research Topics Guide

REVIEWS/ACCLAIM

- Poor health, obesity, and bad food choices are more than a matter of personal responsibility
- In the U.S., 1 in 4 children are food insecure, yet we throw out 1/3 of our food
- The author shows that inequalities in families' diets do not come from negligence from some and devotion of others, but all comes from a mother's love

PREFACE

- Author writes about birth of daughter, Veda, and great feeling of responsibility for caring for and nurturing a child
- At all stages of children's development there can be issues with food, from nursing a baby to keeping a teenager away from junk food
- Husband Ansu feels responsibility for offspring's nutrition too, but because the child was once in the mother's body, a special pressure to keep the child in good health
- Weighing Veda as a baby was a test of "how well Mom is doing?" - some measurements like Body Mass Index (BMI) are flawed
- Food environment is increasingly saturated with sugar, salt, and fat, causing rising rates of childhood obesity
- What we eat as kids affects what we consume now
- This book is an ethnographic study based on interviews and observations of U.S. families (conducted while a graduate student at Stanford)
- Two goals of the research: 1. Contribute to social science research, methodologically analyze 1000s of pages of interview transcripts, 2. Reach broader audiences with more public discourse
- Most texts about food are filled with insights or advice that make people feel bad about our eating habits
- Admission that scientists always, to some degree, bring personal beliefs into their research, author decides to use first person in book so reader knows what she thinks
- Author shares good/bad food memories from her youth; mother places few food restrictions, family ate from American, French, and Indian cuisines
- Author ate a hot dog for breakfast for a year
- Author, at one time, followed all of these diets: vegetarianism, pescatarianism, and veganism

- Author says she, like most American women, worries about her weight, often times not for health reasons, but because of beauty standards
- Again, description of Veda as a baby/toddler, and the nurse equating how good of job Mom is doing with BMI of child; pros and cons of BMI discussed
- All parents “undertake sacrificial, complicated, and frustrating work to feed their kids”
- Key question: “How can we, as a society, ensure that parents – all parents – have the means necessary to nourish their children?”

PART I: DIVIDES

CHAPTER 1: DIVERGING DESTINIES - 3

- Story of Nyah spending last dollars on Starbucks drinks for she and her daughters (p.3-5)
- Between 2013 and 2016, author interviewed parents and children (mostly teenaged) from 75 families (three to six hours) and interviewed/observed four families for multiple months (all from the San Francisco area) (p. 5)
- Why families let her spend so much time with them (p. 6)
- Radical empathy (Isabel Wilkerson) (p. 7)
- Standard American Diet (SAD) (p. 8)
- Dietary Guidelines for Americans (DGA) (USDA, 1990) (p. 8)
- Healthy Eating Index (HEI) (p. 9)
- Statistics about poor American diet but how it has improved a bit since the start of the 21st Century (p. 9)
- Race and income level are key factors affecting nutritional health (p. 10)
- Rich in U.S. get richer, struggle for the “American Dream” (p. 11)
- Civil Rights Act (1968) impacts minorities’ wealth (p. 12)
- Why Covid 19 impacts minorities most (p. 12-13)
- Author writes about her family’s experience with the foster care system (p. 13, 14)
- Story of foster child Josh and his mother Tracey (p. 14-16)
- How foster children saw food differently (p. 16)

CHAPTER 2: FAMILIES IN AN AGE OF INEQUALITY - 17

- Reasons for diet disparities among the rich and poor (p. 17)
- Author’s family and food memories from early life (p. 18, 19)
- Author wonders about the role of price and proximity to food play in dietary inequalities versus various means people place on food itself (p. 20)
- San Francisco is a good place for this research, it is a microcosm of the wider U.S., with residential segregation, declining middle class, growing financial hardship among the poor (p. 21)
- Mothers run the household and focus far more on food than the fathers (p. 22)

- Nyah Baker family introduced (p. 23-28)
- Section 8 Housing Choice Voucher Program (p. 24)
- Nyah’s difficulties growing up (p. 25)
- Nyah’s daughters Mariah and Natasha introduced, along with Marcus, her boyfriend (p. 26, 27)
- Nyah’s health issues - Type 2 Diabetes, hypertension, back issues (p. 27)
- Weathering Hypothesis (Arline Geronimus, 1992) (p. 27)
- Governmental disability benefits (p. 28)
- Supplemental Security Income (SSI) (p. 28)
- Sex work among the poor (p. 28)
- Dana William’s family introduced (p. 28-32)
- Dana’s difficulties include father’s alcoholism, ex-husband’s drug addiction, emotional abuse, her battle with breast cancer (p. 29)
- Dana takes medical assistant schooling, works in pediatric care (p.30)
- Dana’s daughters Madison and Paige introduced (p.31)
- Family helps Dana financially (p. 32)
- Credit card debt an issue for both Nyah and Dana (p. 32)
- Renata Ortega’s family introduced (p. 32-35)
- Renata and Jose own home, Renata in banking, Jose musician and technology products salesman (p. 33)
- Infant son dies from Sudden Infant Death Syndrome (SIDS) (p. 33)
- Renata’s children Amalia and Nico introduced (p. 34, 35)
- Julie Cain family introduced (p. 35-39)
- Julie stay-at-home mom, no childhood traumas, husband Zach is corporate lawyer, not around much when author was doing her study (p. 37)
- Julie’s kids Jane and Evan introduced (p. 36-38)
- Loneliness an issue for all four women (p. 38)
- Jane struggles with her weight, nutritionist and therapist involved (p. 38)

CHAPTER 3: FEEDING KIDS - 40

- Nyah’s experience with spinach (p. 40, 41)
- All moms in the study cared deeply about their children’s nutrition and health (p. 42)
- What constituted healthy eating points of agreement and small sources of disagreement (p. 42) Ways groceries were bought and what was stocked in the refrigerators and cupboards was the same in all four families (p. 43)
- Stats about advertising among Big Food and Beverage companies (p. 43)
- The ways Big Food and Beverage advertise (p. 44)
- Similarities between families concerning meals consumed and where (p. 44, 45)
- Ways food purchasing places, habits, and food restrictions differed among the families (p. 45, 46)
- Some say food access is central issue behind nutritional inequality (p.46)

- Food deserts (p. 46)
- Michelle Obama’s Let’s Move campaign - Task Force on Childhood Obesity - Healthy, Hunger-Free Kids Act of 2010 (p. 47)
- Five parts of the Let’s Move campaign (p. 47)
- National Food Desert Awareness Month (p. 48)
- Healthy Food Financing Initiative - bring more health foods to food deserts in the U.S. (widely successful) (p. 48)
- Studies show more supermarkets in food deserts does NOT result in overall better nutrition (p. 48, 49)
- Differences in families’ geographic access to healthy food did not explain their different diets (p. 50)
- Having a car and its impact on grocery shopping (p. 50)
- Poorer families spend less on food than the rich, but a larger percentage of their overall income (p. 50,51)
- Supplemental Nutrition Assistance Program (SNAP) - averages about \$1.40 per person per meal (p. 51)
- Women, Infant, and Children (WIC) benefits (p. 51, 52)
- Food insecurity facts (p. 52, 53)
- Why food insecurity is associated with less healthy diets (p. 53)
- Role of local food pantries (p.53)
- Amount of money and types of food Nyah, Dana, Renata, and Julie buy (p. 53-55)
- Nyah contends it is cheaper to buy healthier foods (p. 56, 57)

CHAPTER 4: ALL THAT MATTERS - 58

- Issues Miranda (mother) and Ebony (daughter) face given that Ebony is vegan living in a food insecure home (p. 58-60)
- Free and Reduced-Price School Meals overview and issues for vegetarians (p. 60, 61)
- Statistics about the working poor (p. 62, 63)
- Ways Miranda supports Ebony’s vegan diet (p. 63)
- How eating out is such a source of joy for Americans (p. 64, 65)
- Food access and price are important, but mothers also strongly consider their children’s desires, they want to secure food with the most symbolic value to their kids (p. 65)

PART II: NOURISHMENT

CHAPTER 5: SCARCITY, ABUNDANCE - 69

- Gentrification (p. 69)
- Losing utility services and phone/internet due to lack of money to pay (p. 70)

- Family gatherings despite economic hardships (p. 70)
- Poverty creates need anxiety and need for counseling/medication (Nyah) (p. 71)
- Wealthy kids (Julie’s) have lots of activities, special trips, clothes, phones are very important (p. 74, 75)
- Julie has money, time, security, stability, white privilege, abundance; Nyah parented in a world of scarcity (p. 76, 77)

CHAPTER 6: WITHIN REACH - 78

- Phone scams targeting the poor (p. 78, 79)
- Nyah, typically summer day of watching TV and ice cream truck, poverty is tedious (p. 80, 81)
- Nyah always tells daughters things they should be thankful for (p. 82)
- Nyah must say no to most of daughters’ summer requests, but not junk food (p. 82, 83)
- Nyah lets kids eat junk food, but talks frequently about good nutrition (p. 83)
- Culture-of-Poverty Argument (Oscar Lewis) – low income people are responsible for their own position below the poverty line (p. 84)
- Moynihan Report (Daniel Patrick Moynihan) – blames Black poverty on “ghetto culture” (p. 84)
- “Poverty and Culture” article (Lawrence Mead, 2020) – neither racism nor policy failures were responsible for poverty in the U.S. (p. 85)
- Mario Small and Michele Lamont – systemic obstacles cement people in poverty (p.85)
- Examples of how expensive it is to be poor (James Baldwin) (p. 86, 87)
- Why the poor spend rather than save (p. 87, 88)
- Windfall Child Rearing (Allison Pugh) spend now because hard to know about the future (p. 88)

CHAPTER 7: BEING “GOOD” - 89

- Dana and kids grocery shop at Target with daughters begging for junk food (p. 90, 91)
- Food marketers create packaging that both appeals to kids, but also sends positive nutritional messages to parents (e.g., Kix’s “Kid-Tested, Parent Approved”) (p. 92)
- Lower-income moms’ refuse kids when they don’t have money, but oblige when they do (p. 93)
- Junk food selections is one of the few choices children in poverty can make (p. 94)
- Julie/Renata (wealthier) moms can say no to junk food because they can say yes to other more expensive, non-food items (p. 95)
- “Intensive Mothering” (Sharon Hays) – five characteristics of what good mothers do (p. 96)
- Paid maternity leave and universal childcare (p. 96)
- Why only wealthy moms can do “intensive mothering” (p. 96, 97)
- Moms are feeders because they start “feeding” in utero and often times through breastfeeding (p. 97)

- Nyah and Dana let kids have junk food to show they are good mothers (p. 98, 99)
- Julie can say no to junk food, but often still has gnawing feeling of inadequacy as a mother (p. 100)

CHAPTER 8: HUNGER AND PICKINESS - 101

- Nyah’s story of the night Mariah went hungry as an infant (p. 101)
- Delfina, super market cashier, single mom with 3 kids, buys junk food because cannot afford any food waste (kids reject healthy food) (p. 102, 103)
- CDC’s Smart Snacks in Schools – healthier versions of junk food (p. 104)
- Delfina often does not eat so Luis can (p. 105)
- U.S. food workers and restaurants employees experience food insecurity at higher rates than the rest of the workforce (p. 105)
- Wealthier moms (Julie) worry about overeating – eating for comfort (p. 106)
- Patricia, mom of medium income, turns her kids’ pickiness about food into “teachable moments” (p. 106, 107)
- The “organic child” (Kate Cairns, Josee Johnston, Norah MacKendrick) – Patricia works hard to keep her home in the organic bubble (p. 108, 109)
- Annie’s Cheese Squares v. Cheez Its (p. 109)
- Patricia’s kids reject Taco Bell food (p. 110)

CHAPTER 9: STATUS SYMBOLS - 111

- Food as signifier of social position, brand recognition (p. 111)
- Nutritional comparisons between regular and organic products (p. 111)
- Common food choices based on status (p. 112)
- Why wealthy don’t always eat healthy (p. 113, 114)
- Latisha goes up with few food options, wants kids to have more and healthier alternatives (p. 115-117)
- Black family’s food stereotypes (p. 116)

CHAPTER 10: KALE SALAD - 118

- Soul food portrayed as unhealthy (p. 118)
- Janae wants to show more sophisticated food repertoire than her mother and grandmother (p. 119, 120)
- Soul food examples (p. 120, 121)
- Janae feeds kids soul food to impart culture and heritage (p. 122)
- Kale and racial stereotypes (p. 122, 123)
- Only salad for dinner? (p. 124)

- How kale is like collard greens (p. 124, 125)
- Social scientists' tendency to study poor, urban communities of color (p. 125)
- Janae/Harmony (middle income) don't want to be lumped in with stereotypical poor Blacks with bad diets (p. 126)
- Let's Move campaign (Michelle Obama) (p. 127)
- Magazines show Whites as healthy, Blacks as unhealthy (p. 127)
- U.S. culture deems people responsible for their own successes and failures; if their kids eat well, the parents are doing a good job (and vice versa) (p. 128)

PART III: COMPROMISES

CHAPTER 11: MOM'S JOB - 131

- Every day in U.S., moms spend triple the time on meal preparation as dads (p. 131)
- Dads add to mothers' feeding stresses (p. 132)
- Moms get help from live-in, female, extended family members, 20% of U.S. population reside in multigenerational homes (p. 132)
- In 1 in 10 U.S. families, dad is in charge of grocery shopping and cooking (p. 133)
- U.S. dads stereotypically cook at the grill and sometimes for weekend breakfasts (p. 133)
- Most moms don't question or mind being in charge of food for the family (p. 134)
- U.S. dads today are more likely to be more involved in kids' school or extracurricular activities, but not in food related matters (p. 134)
- Dads (men) eat less healthy than moms (women) which contributes to idea that dads should not direct kids' nutrition (p. 135)
- Dads more likely to take kids through drive thrus, often undermine moms, do not monitor kids' nutrition (p. 136-138)
- Dads buy foods (at Costco, for example) that the family won't eat and goes to waste (p. 138)
- Julie, stay at home mother, is fine with solely being responsible for kids' food health (p. 139)
- Dads opt for fast food, moms give in, the moms end up feeling regretful, not dads (p. 140, 141)

CHAPTER 12: TIME AND MONEY - 142

- Delfina works 60 hours per week, physically demanding cashier work, too tired to cook when get home (p. 142, 143)
- Long work hours, commutes, and single parenting make food prep hard (p. 144)
- Today's cookbooks often center around quick and health recipes (p. 144)

- The choice to cook a meal often means less time for recreational/educational time with kids (p. 145)
- All moms are busy, but wealthier moms have more time for food preparation (p. 146)
- The Kapoors outsource cooking to a traveling chef who comes on the weekends (p. 147-149)
- Money buys quality time for moms to spend with their children (p. 150, 151)

CHAPTER 13: STUCK - 152

- Renata resorts to take out because exhausted from work and cannot afford cooking help (p. 152, 153)
- Settling for Mac and Cheese - easy and crowd pleaser (p. 154)
- Kids make own sack lunches for school (p. 155)
- No every family member present dinners - okay or not? (p. 155)
- Renata fantasizes about being able to hire a part-time cook, but too expensive (p. 156, 157)
- Good moms love to cook and nourish their families (p. 158)
- Need to find meals that are nutritious, that kids will eat, and don't take much time to prepare (p. 158)
- Other life needs cut into sitting down to eat (p. 159)

CHAPTER 14: FLUCTUATING FINANCES - 160

- Defining "middle class" (p. 160)
- High levels of household debt, including student loans (p. 160, 161)
- Morales family - Alvaro loses job, need to give up purchasing clean food (p. 162)
- Chastity's husband James goes back to school, means he is gone more, she works more, need new food preparation habits, each kid has bin of approved snacks (p. 164, 165)
- Chastity makes more of what kids want for breakfast, less nutritious meals (p. 166)

CHAPTER 15: BECOMING AMERICAN - 167

- Teresa, undocumented Mexican immigrant, and son Esteban, "dreamer," struggle with poverty in the U.S., but have hope for the future (p. 168)
- Teresa, when young in Mexico, had enough food, but little variety (p. 169)
- Dietary acculturation for Esteban in the U.S., for nearly everyone almost always means a less healthy diet (p. 170, 171)
- Teresa feeds Esteban traditional Sinaloan food with some U.S. fast food too, kids covet newly available U.S. foods (p. 172-174)
- Ways Esteban exposed Teresa to U.S. cooking/food (p. 175)
- Teresa enjoys treating Esteban to U.S. food (p. 175, 176)

PART IV: EMOTION

CHAPTER 16: DOWNSCALING - 179

- Brenda Rojas, born in U.S., lived in Columbia where daughter Ava born, comes back to U.S. struggles with poverty and Type 2 Diabetes, works in video store, but it closes (p. 179-181)
- Sociologist Matthew Desmond, unstable housing in U.S., 15% of children born in U.S. cities will be evicted at least once before age 15 (p. 181)
- Brenda evicted many times, but keeps positive mindset (p. 182)
- Emotion work – shaping your emotions, for example, being able to tolerate bad situations by feeling better about how things are (Arlie Hochschild, 1979) (p. 183)
- Wealthier moms do more (actions) to manage kids diets, poorer moms downscale, lower the bar to maintain positivity (p. 184, 185)
- Downscaling – lower expectations to adapt to and survive a difficult life (Marianne Cooper) (p. 185)
- Lorena Garcia, sales associate at Old Navy (makes just above minimum wage, a little over \$9/hour around 2014), moved family six times in 3 years, evictions and poor conditions in the apartments (p. 185-187)
- Lorena applies for Section 8 Housing, but does not get it, is on never-ending waiting list (p. 187)
- Dana gives in to kids’ food desires to keep them happy, does emotion work to justify this as nutrition expectations are not met (p. 188, 189)
- Years of financial stress and food insecurity can lead to mental/physical problems (p. 190)
- Chris, Dana’s ex-husband, is likely an alcoholic, does not help support with the girls (p. 191)
- Dana uses downscaling and emotion work to keep moving forward (p. 192)

CHAPTER 17: UPSCALING - 193

- Harder for each generation to be as wealthy/successful as the last, so parents stress about all things including college admissions, they believe a nutritious diet will aid their kids in keeping up (p. 193)
- Moms upscale, or constantly are raising the standards by which they evaluate their kids’ diets and themselves as moms (p. 194)
- Differences between lower-income and upper-income moms and kids’ dietary expectations (p. 194)
- Wealthy moms think they should home cook nutritious meals that kids will like better than fast food – unrealistic (p. 195)
- Janae Lathrop ends up getting kids take out and feels guilty about it (p. 196)
- “Have it all” – U.S. idea that moms can raise a family, work full-time, keep up hobbies, and feel a sense of balance (p. 197)
- Lack of paid leave and flexible work hours make “having it all” even more difficult (p. 197)

- Janae takes new job so can be home early enough to cook dinner, but then decides it also must be from scratch (p. 197)
- Author's presence likely elevated moms' desires to upscale and to feel inadequate (p. 198, 199)
- Joaquin Vargas, stay-at-home father, only 7% of fathers in U.S. are full-time caregivers to their children (compared to 27% of mothers) (p. 199)
- Joaquin is focused on cooking healthy meals, but has same doubts as moms (p. 199, 200)
- The media always wants to print new nutrition stories; dissent, not consensus sells (p. 201)
- The food industry profits from keeping people confused about nutrition (p. 201)
- Atkins, Paleo, Keto, and Mediterranean diets; always a new one (p. 202)

CHAPTER 18: PRIORITIES - 203

- Lorena Garcia is concerned her son might be harmed by gang violence, so food nutrition is a secondary concern (p. 203)
- Common fears of low-income moms (p. 204)
- Many parents are more concerned with kids' mental health than nutritional intake (p. 204)
- Moms focus on spending time with kids and making positive memories over the specifics diet (p. 205, 206)
- Unsafe neighborhoods prompt moms to take kids out for meals/treats and allow kids to cook at home what they want (even if not healthy) (p. 206, 207)
- Dana has all of child's social media account credentials so she can monitor them (p. 207)
- Ximena Gomez and son, Juan, live in car / on street after Juan is pursued by gang, resort to fast food because no kitchen/refrigerator and fast food restaurant has a bathroom to wash (p. 207-209)
- Prioritize Juan's life over his diet (p. 210)

CHAPTER 19: CONTROL - 211

- "Rug rat race" (Economists Garey and Valerie Ramey) - parents devote more time, money, effort to their kids, affluent parents do this to help kids land in good schools and get high paying jobs (p. 212)
- Helicopter parenting - parental overinvolvement and overregulation of kids' lives (p. 212)
- Snowplow parenting - helicopter parenting plus parents work to preemptively remove any barriers / obstacles in their kid's way (p. 213)
- Concerted cultivation (richer parents) and the accomplishment of natural growth (poorer parents) reflect more hands on and off approach to parenting (Sociologist Annette Lareau, 1990s) (p. 213)
- Physical cultivation - instilling in kids the knowledge, habits, and beliefs about food nutrition (p. 213)
- How moms establish patterns of physical cultivation and why (p. 214)
- In a child's life, examples of the earliest manifestations of physical cultivation (p. 215)

- As kids get older, controlling their food intake is harder, raising more mom anxiety (p. 216)
- White affluent moms want kids, especially girls, to be thin; moms of color focus less on kids being thin (p. 217)
- Julie takes Jane to a nutritionist, who puts her on Weight Watchers, unclear if she has an eating disorder (p. 217, 218)
- Virginia Bowen, personal trainer, struggles with son, Wells, who is overweight; he binges and hoards junk food (p. 219)
- Attempts to overcontrol kids' food intake may backfire (p. 221, 222)

CHAPTER 20: STACKING UP - 223

- Lower income moms say they are better than even poorer moms or “welfare queens,” a downscaling strategy (p. 224)
- Extended family safety net = Kiara Bell’s money is pooled with brother’s and aunt’s, then given to grandmother who cooks dinner for the whole family each night; Kiara (elementary cafeteria worker) and four daughters could not live on SNAP alone (p. 224-226)
- Common food related issues for single moms (p. 226)
- Connections between family size and poverty (p. 226, 227)
- After water turned off at Nyah’s house, she uses “it could be worse” stories to help she and her daughters cope (p. 228, 229)
- At Halloween party with Julie/Jane, all wealthy moms talk to author about great food ideas, but all express self-doubt as well about their kids’ nutrition (p. 229-233)
- Lori Galvez, 50-hour work week, long commute, says stay-at-home moms have time to cook meals and shop around for quality food (p. 233-235)
- Emma Romero, stay-at-home mom, provides examples of moms who are doing better, she is worried she is failing too (p. 236, 237)
- Society is failing moms, not moms failing society (p. 237)

PART V: CONCLUSION

CHAPTER 21: WINDFALL - 241

- Author pays study subjects \$60 for interview participants, and \$300 for observations - Nyah, Dana, Renata, and Julie (p. 241)
- Nyah gives most of the money to daughters (\$100 each), who buy clothes and junk food; Nyah uses \$60 for utility bill, \$20 for gas, \$20 for her own junk food (p. 242-244)
- Dana spends money in similar way to Nyah; daughters get clothes and junk food (p. 245)
- Julie spends money on things for Jane’s birthday party (p. 246)
- Renata spends puts money toward Nico’s summer trip (p. 246, 247)

- All four women spend most the money on their kids; Nyah and Dana treat it like a windfall to spend quickly, not the case for Renata and Julie (p. 247)

CHAPTER 22: WHERE WE GO - 248

- Author's foster siblings, Carla and Rodrigo, were always munching on food and hiding food in their rooms; they had experienced harsh food scarcity and Child Protective Services had taken them from their prior home (p. 248, 249)
- Author compares her preparing for the pandemic shut down with the struggles poor people face with food issues every day (p. 250)
- Seven food issues for people in the U.S. (p. 250)
- In U.S., over ½ of produced food ends up in the landfill (p. 251)
- Food deserts are only a small part of the problem (p. 252, 253)
- Seven reasons moms don't get/ensure their children eat healthy food (p. 253)
- Summary of book – it is one thing to find/afford healthy food; it is another to want to buy that healthy food and choose to spend one's money on healthy food; another thing is to have the time and know how to cook the healthy food; and another to possess the patience to weather the storm of children's complaints about the healthy food. Only a few parents do all things (p. 253)
- Everyone deserves the means to have a healthy diet, but for too long we have operated under the idea that only the rich should/could have access (p. 254)
- No reason why moms should be essentially solely responsible for everything related to food purchasing and preparation (p. 254)
- In U.S. we adhere to the personal responsibility narrative for most aspects of life including our diets, which are up to individuals alone (p. 254)
- People think federal nutritional-assistance programs and food banks are to provide food basics to people, but they are really only designed for emergency use (p. 255)
- Immigrants are not eligible for, and language barriers also prevent them getting, help through assistance programs (p. 255)
- Author says we need to get beyond just combatting hunger to supporting the whole population's nutrition (p. 255)
- Biden expands SNAP and WIC (p. 256)
- Double Up Food Bucks and Healthy Incentives Pilot are two programs which incentivize the purchase of nutritious foods (p. 256)
- National School Lunch Program and School Breakfast Program are free/reduced cost meal programs; every day 31 million children eat school meals, for some this is half of their calories for the day (p. 256)
- Universal School Meal – all students can get meals regardless of income, used in many places during the Covid pandemic (p. 256, 257)
- Healthy, Hunger-Free Kids Act of 2010 (Obama) – works to improve the nutritional value of school food and updated the Dietary Guidelines for Americans; many of these improvements were rolled back under Trump (p. 257)
- Five ways school lunches could become more international and nutritious (p. 258)
- Author suggests banning food marketing to kids, which currently creates anxiety for moms and kids who eat too much junk food (p. 258, 259)

- U.S. poverty rate is high among industrialized nations because lack of policies to support the poor (p. 260)
- U.S. needs to have universal living wages for people who work full-time (p. 260)
- U.S. needs more affordable housing; $\frac{3}{4}$ of renters pay $\frac{1}{2}$ or more of their income on housing (p. 261)
- Six ways parents deal with high housing costs and while having a low income (p. 261)
- Too many evictions and too much unsafe and run-down housing (p. 262)
- Four national policy ideas to help the poor (p. 262)
- American Families Plan (Biden) – a proposal that includes policies such as universal free preschool, national mandated paid parental leave, and personal illness leave (p. 262, 263)
- Most single, low-income moms have no child support, no paid leave, few sick days, and no vacation days (p. 263)
- Point of book: when parents are cared for by society, they can best care for their kids (p. 264)
- Three parts of the impossible task of mothers (p. 264, 265)
- Even rich, well-equipped moms feel inadequate when it comes to the food nutrition of their families (p. 266)
- Are we willing to do what it takes to ensure all families have the means to eat nutritionally? (p. 266)

ABOUT THIS PROJECT - 267

- Author works for Center for Science in the Public Interest (CSPI) doing a check out aisle items purchasing habits analysis project (an inspiration for the project outlined in this book) (p. 267, 268)
- Study grows out of hypothesis that food's price and proximity were not the sole, or even primary determinants of food choice (p. 268)
- Study takes place between 2013 and 2015 in the Bay Area, while she is a graduate student at Stanford (p. 268)
- Study focuses on families with teenagers (most difficult years for nutrition) and feature represents much racial/ethnic diversity (p. 269)
- Many subjects for the study are affiliated with Hillview Central High School (Silicon Valley), but ultimately participants were recruited from across the entire Bay Area (p. 269-271)
- Author always clear in declaring that she is a sociologist, not a nutritionist (p. 272)
- Author sees her role as an observer and one who desires honest/full answers to her questions (p. 272, 273)
- Author's racial identity and possible impacts on the study (p. 274)
- Parameters for how interviews were conducted/recorded/transcribed and for the observations (p. 274, 275)
- People debate whether ethnographers should be as much as possible an unobtrusive observer or a full-fledged participant; author opts mostly for the former, but was always willing to accept hospitality from the families and let relationships naturally develop (p. 276-278)

- Author believes key to success is withholding judgement, which is not the same as being objective (p. 279)
- Two key realizations – one, the more families sensed author was not judging them, the more they were open, and two, the more the author refrained from judgement, the more she could see the fuller circumstances under which families made nutrition decisions, meaning a wide variety of choices were seen as reasonable and rational (p. 279, 280)
- Author thinks investigators should be human first and researchers second (p. 280)
- How did the research affect/change the author? Ironically, she is less structured and demanding of what her daughter eats; she is also angry at society for making it so hard on moms (p. 281)
- Four key issues facing moms (p. 282)