

Book Reviews

David A. Powell and Pratima Prasad. *Approaches to Teaching George Sand's Indiana*. New York: The Modern Language Association of America, 2016. 219 pp.

Over the past three decades, George Sand's *Indiana* has been increasingly used by instructors who want to teach Sand's work (vii). David A. Powell, professor of French at Hofstra University, and Pratima Prasad, assistant professor of French at the University of Massachusetts, Boston, published *Approaches to Teaching Sand's Indiana* in 2015 as a response to the rising popularity of *Indiana* among instructors. Neither Powell nor Prasad is a stranger to Sand's work. They have both produced several scholarly works based on Sand's writings and other aspects of 19th century literature. What makes this volume unique is that they strive to create a thorough teaching companion not just for instructors of French literature but also for instructors in other fields of research. They state that with "this volume, [their] goal is to provide resources, ideas, and perspectives for the variety of disciplinary contexts in which *Indiana* is taught" (vii), and ultimately they succeed in their goal.

While there is a plethora of scholarly work based on Sand's *Indiana*, it is important and useful to have a teaching companion that organizes relevant information for those interested in teaching this book. Powell and Prasad even claim that their book would be helpful, not only for those teaching *Indiana* for the first time, but also for those that have taught it many times before. In part one (*Materials*), Powell and Prasad start by suggesting editions of *Indiana* in both French and English, and then provide a list of different contexts in which to view the work. While the context they give is rather superficial they do an excellent job of giving many suggestions for further reading to lead the instructor to a more thorough explanation of context.

In part two (*Approaches*), the editors include a compilation of critical essays divided into different categories of "critical methodologies through which the novel can be approached in the classroom" (viii). This volume could help instructors in two important ways. First, it presumably exposes them to critical methodologies outside of their own field, hopefully providing new perspectives and insights that they could then pass on to students. Second, the essays themselves could make for interesting classroom mate-

rials and give students exposure to academic writing and possibly provide examples of how one book can be approached in so many different ways.

Powell and Prasad certainly achieved their goal of providing teachers with a variety of perspectives and quality suggestions for further reading that any instructor could find useful. Ultimately the greatest strength of *Approaches to Teaching Sand's Indiana* is its organization. Each section is concise and clearly organized so that anyone hoping to focus on a particular perspective suggested in the book could easily and quickly find the information they might want for a particular lesson. The inclusion of critical essays from well-respected scholars in various fields is another strength of this volume. They could easily be integrated into the classroom for a multitude of levels of education. The only real downside to the volume might be that it can only cover so many perspectives and that there are most certainly other fields they could have included. However, this problem could easily be addressed in a subsequent volume.

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Caroline Durand. *Nourrir la machine humaine: Nutrition et alimentation au Québec, 1860-1945.* Montreal: McGill-Queen's University Press, 2015. 301 pp.

In *Nourrir la Machine Humaine. Nutrition et alimentation au Québec, 1860-1945*, Caroline Durand explores how, historically, nutritional advice and dietary guidelines in Quebec have reflected the interests of political, cultural and societal institutions within the francophone province. While her central argument fits the North American conception of the body as a "human machine" (a food-for-fuel philosophy), she also describes the socio-economic obstacles barring pre- and post-war Quebecois society from adopting more nutrition-driven dietary habits.

The book is structured in two parts reflecting the periods between 1860-1918 and 1919-1945 respectively. The first section begins with an overview of food culture within urban and rural communities in Quebec from 1860 to 1918. This is followed by a focus on scientific and medical discoveries related to nutrition and the role that medical experts and the Catholic community played in diffusing nutritional information, specifically to women. Then, Durand explores educational materials used to teach women about nutrition in Montreal from 1900 to 1914 and finally discusses the importance that nationalistic values played on nutrition and

eating habits during WWI. The second part of the book begins with an overview of scientific and technological advances in nutrition and food culture between 1919 and 1945. This is followed by a survey of educational policies and materials related to home economics, which focused, in part, on maintaining traditional gender roles. The last chapter discusses government programs such as food pantries, which were put in place in response to poverty and malnutrition as well as the acceptance or refusal of experts to link these two realities.

Gender roles are key to Durand's analysis of the evolution of nutritional practices in Quebec and she effectively shows how women were targeted to enforce nutritional policies that closely reflected the province's social, economic and industrial landscape as well as reinforced the perpetuation of gender stereotypes. Durand outlines how government agencies attempted to combat nutritional and dietary deficits by educating women, under the (false) assumption that with the right knowledge women would be able to provide their families with healthy meals at any budget. Despite advances in food processing and kitchen technology and the burgeoning field of nutrition and dietary science in Quebec, nutritional guidelines and educational materials put out by the State and the Catholic community emphasized the exaggerated nutritional value of easy-to-procure, low-cost items. The recipes propagated during that time emphasized dishes that would "calmer la faim" and "entretenir les forces physiques nécessaires à un travail dur" (84). Ultimately, Durand shows how women nourished (literally) a struggling society into the modern era while remaining trapped in gender roles of the past. In the lead up to the end of WWII, Durand points out how continued disparity between nutritional education and accessible food items led to a general feeling of dissatisfaction in terms of diet, despite the presence of food pantries. She concludes that one underlying issue that could be addressed in future studies is the fact that people's tastes do not necessarily reflect nutritional ideals.

Durand's observations and argument are compelling and her writing style is refreshingly accessible and to the point. Researchers and history-buffs interested in North American food culture, pre- and post-war social conditions in Quebec or the role of women in Quebecois society during this time period will benefit from consulting Durand's work.

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