Prof. Stephanie Tsank

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 **“Food and Identity in the U.S.”**

**Fall 2018 • TTH 9:30-10:50 • 201 Hickok Hall**

**COURSE DESCRIPTION**

This course will survey a range of twentieth-century literary works written by American and immigrant authors that explore themes of identity, belonging, and assimilation through food and scenes of consumption. We will read novels, food poetry, and short culinary memoirs to discuss how characters and individuals from various ethnic backgrounds and nationalities seek to understand themselves and others through an engagement with food as cultural and creative expression. Students who enroll in this course will be tasked with producing both traditional literary scholarship and their own short food memoirs.

**REQUIRED TEXTS**

Upton Sinclair, *The Jungle* (Signet Classics)

Toni Morrison, *Tar Baby* (Vintage International)

Chang-Rae Lee, *On Such a Full Sea* (Riverhead Books)

Kiran Desai, *The Inheritance of Loss* (Grove Press)

**Note:** These texts are available at the Coe Bookstore, but can also be ordered online. Please do your best to obtain the versions that are listed above, as it will help you follow along.

**COURSE REQUIREMENTS**

This course will require you to complete three separate writing assignments, each of which will necessitate some sort of drafting process. In addition, there will be impromptu quizzes throughout the semester. You will also be graded based on participation, which will include adherence to an attendance policy.

**Literary Analysis 1 (15% of final grade):** 3-4 pp. literary analysis of a single course text of your choosing. This assignment will ask you to form a strong thesis statement and successfully defend your argument through close reading. Minimal drafting will be required for this assignment (a thesis workshop).

**Literary Analysis 2 (35% of final grade):** 5-7 pp. literary analysis of one or more course text(s) of your choosing. Like the first essay, this paper will require a strong thesis statement and the successful defense of your argument through close reading. The drafting portion of this assignment will require a thesis workshop and an in-class peer review session.

**Food Essay (25% of final grade):** 4-5 pp. food memoir OR creative nonfiction essay about food (can be investigative and research based, for instance), plus a 1 pp. single-spaced analysis of one’s own process & experience; due at the end of the semester. The drafting portion of this assignment will require a thesis workshop and an in-class peer review session.

**Reading Quizzes (10% of final grade):** Six impromptu quizzes will be administered throughout the course of the semester, each worth 2%. Makeups will not be allowed, due to the fact that I will drop your lowest quiz score at the end of the semester. These quizzes are not meant to trick you; if you did the reading, you should be able to score highly on each quiz.

**Participation (15% of final grade):** Your participation grade will be determined by a number of factors. Speaking up frequently during class discussion is an important component of your participation grade, but I realize this may be challenging for some of you. If this is the case, please see me so that we can discuss how you can best participate in other ways, or work on strategies to improve your vocal participation. With that said, participation is also calculated based on other factors, such as your respectful and collaborative performance in group work settings, peer reviews, minor writing assignments, and overall attentiveness and behavior in the classroom. If you would like an estimate of your participation grade at any time, please set up a meeting with me.

**GENERAL POLICIES**

**Attendance:** You are expected to attend every class meeting. If you must be absent, look for Moodle updates and check with a peer to find out what you missed. **Accumulating more than 3 unexcused absences will result in your overall participation grade being lowered by a third** (in other words, after three absences a final participation grade of a B becomes a B-). If you miss fewer than three classes, no automatic penalty will be applied—but do keep in mind the importance of daily assignments and opportunities to participate; have your classmates fill you in about missed discussions and upcoming assignments. Please also keep in mind that I do not offer makeup quizzes, so if you are absent on the day of a quiz, you will not receive points for that quiz.

**Classroom Expectations:** I expect students to cultivate a positive personal ethos for themselves as members of the class; this means thinking not only about the work being turned in but also about how one comports themselves in the space of the classroom. Make positive statements about yourself via the ways you collaborate with others, the ways you speak and listen, and even factors like a good attitude, promptness, and attentive body language. These are all also important components of active participation.

**Contacting the Professor:** I welcome questions and comments from students about the course materials and assignments. However, please be sure to email me using your university email address, as this is university policy. Please also structure emails appropriately, beginning with a proper salutation, a body section in which you quickly and clearly outline your comments and questions, and a sign-off. I usually respond to email within 24-48 hours. Also, if you can, it would be extremely helpful if you identified somewhere in the email your section number and/or class meeting time. This information will help me get back to you more quickly.

**Late or Missing Work:** You are responsible for submitting assignments on time and in the correct format. Missing class is not an excuse for failing to turn in work, and credit will be deducted for each day an assignment is late. If you experience a documented medical or family emergency that affects your work, please notify me as soon as possible so that I can help you keep up.

**Academic Integrity:** At Coe College, we expect academic integrity of all members of our community. Academic integrity assumes honesty about the nature of one’s work in all situations. Such honesty is at the heart of the educational enterprise and is a pre-condition for intellectual growth. Academic dishonesty is the willful attempt to misrepresent one’s work, cheat, plagiarize, or impede other students’ academic progress. Academic dishonesty interferes with the mission of the College and will be treated with the utmost seriousness as a violation of community standards.

Please refer to the Coe College Academic Catalog for complete information regarding Academic Integrity or this weblink [www.coe.edu/academics/academic-resources/provosts-office/academic-integrity-policy](http://www.coe.edu/academics/academic-resources/provosts-office/academic-integrity-policy)

**FERPA**: Students should be aware of their rights regarding the privacy of their educational records. Detailed information about your rights can be found under the FERPA (Family Educational Rights and Privacy Act of 1974) section in the Academic Catalog and online here: [www.coe.edu/academics/academic-resources/registrar/ferpa](http://www.coe.edu/academics/academic-resources/registrar/ferpa)

In line with FERPA restrictions, students should be aware that their instructor cannot publicly post grades by student name, institutional student identification number, or social security number without first having obtained students’ written permission.

**Students With Disabilities:** If you have a hidden or visible disability which may require classroom or test accommodations I encourage you to visit my office during Office Hours or email to schedule an appointment at a mutually suitable time so we can discuss ways to support your learning.

Coe College, in compliance with equal access laws, will make reasonable accommodations for persons with documented disabilities. Students are required to meet with Kim Pierson, the Accessibility Services Coordinator to verify disability. The Accessibility Services Office is located in the Learning Commons on the lower level of Stewart Memorial Library. This office is responsible for coordinating accommodations and services for students with disabilities. Please call 319-399-8844 or x8844 to schedule an appointment. For details on Coe’s Accessibility Services, see: [www.coe.edu/application/files/4615/3140/6378/disability-handbook.pdf](http://www.coe.edu/application/files/4615/3140/6378/disability-handbook.pdf)

**Reporting of Sexual Misconduct:** As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in any one-on-one meetings. I will seek to keep information you share with me private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or students who may be in danger to themselves or to others. Students may speak to someone confidentially by contacting Student Development at 319-399-8843 or Safety and Security at 319-399-8888.

**The Definition of a Course Credit, Expected Workload and Grade Basis:** One course credit at Coe College constitutes 150 hours’ (This is a 60 minute hour) worth of student work over the course of the term. This figure includes both the time spent in class and the time spent out of class completing course work. In other words, students are expected to devote a considerable amount of time outside of class to this course. For courses that meet in a standard M-W-F or T-Th slot, students should be expected to work nine hours a week outside of the three hours in class.

**COURSE CALENDAR***\*this calendar is subject to alterations; changes will be posted to Moodle and/or announced in class. You are responsible for tracking course activities, due dates, readings and assignments as the semester progresses.* **Week 1:** Th (Aug 23): Syllabus Review & Introductions

***Unit I: Food and Immigrants, Kitchens and Slaughterhouses***

**Week 2:** T (Aug 28): *The Jungle* Ch. 1-8 (pp. 1-104)

Th (Aug 30): *The Jungle* Ch. 9-14 (pp. 105-161); Belasco, Chapter 1 (Moodle)

 **Week 3:** T (Sept 4): *The Jungle* Ch. 15-22 (pp. 162-253); LA 1 introduced

Th (Sept 6): *The Jungle* Ch. 23-26 (pp. 254-319) **Week 4:** T (Sept 11): *The Jungle* Ch. 27-31 (pp. 320-395)

Th (Sept 13):Willa Cather, “The Bohemian Girl” (see Moodle)
 **Week 5:** T (Sept 18): *The Inheritance of Loss* Ch. 1-14 (pp. 1-95)

Th (Sept 20): *The Inheritance of Loss* Ch. 15-21 (pp. 95-155)

***Fri (Sept 21): Literary Analysis 1 due to Moodle by 5pm***

**Week 6:** T (Sept 25): *The Inheritance of Loss* Ch. 22-33 (pp. 155-240)

Th (Sept 27): *The Inheritance of Loss* Ch. 34-41 (pp. 240-296); LA 2 introduced

**Week 7:** T (Oct 2): *The Inheritance of Loss* Ch. 42-53 (pp. 240-357)

Th (Oct 4): Literary Analysis 2 thesis workshop; The Racist Sandwich podcast

***Unit 2: Food and Race, Hunger and Poetry***

**Week 8:** T (Oct 9):food poetry(Moodle)

Th (Oct 11): *Fall Term Break - no class*

**Week 9:** T (Oct 16): Literary Analysis 2 draft workshop

Th (Oct 18): *Tar Baby* Ch. 1-2 (pp.1-61), including foreword
 **Week 10:** T (Oct 23): *Tar Baby* Ch. 3-4 (pp.61-127)

Th (Oct 25): *Tar Baby* Ch. 5-6 (pp.128-214)
***Fri (Oct 26): Literary Analysis 2 due to Moodle by 5pm***

**Week 11:** T (Oct 30): *Tar Baby* Ch. 7-8 (pp.215-243)

Th (Nov 1): *Tar Baby* Ch. 9-10 (pp. 244-306)

***Unit 3: The Food Essay***

**Week 12:** T (Nov 6): Excerpts from Liebling, von Bremen (Moodle); Food Essay

Assignment introduced

Th (Nov 8): Excerpts from Abu-Jaber, Bourdain, Shapiro, Reichl (Moodle)

**Week 13:** T (Nov 13): Selections from *Eat, Memory: Great Writers at the Table* (Moodle)

Th (Nov 15): Selections from *Eat, Memory* (Moodle); Food Essay workshop

**Week 14:** T (Nov 20): *Thanksgiving Break – no class*

Th (Nov 22): *Thanksgiving Break – no class*

***Unit 4: The Future of Food***

**Week 15:** T (Nov 27): *On Such a Full Sea* pp. 1-146

Th (Nov 29): *On Such a Full Sea* pp. 146-262

**Week 16:** T (Dec 4): *On Such a Full Sea* pp. 262-317

Th (Dec 6): *On Such a Full Sea* pp. 317-407
**Finals Week:** (Dec 10-14): *NO FINAL EXAM*

***Mon (Dec 10) Food Essay & Analysis due to Moodle by 5 p.m.***