Professor Amy Tigner

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Office Hours T/TH 1-2 and by appointment

Class Hours 11-12:20

English 3333-003: Eat your Words: Literature and Food Studies

This course grapples with the dynamic traditions and innovative ideas about how food functions in literature. We will consider, among other topics, food sustainability, food ways, ethics, aesthetics, health, cooking as literature, and literature about cooking and eating. The course also contains a substantial historical component, providing a solid grounding in the ideas of recipes, food, cooking, and eating, as they have developed through time and geographical place. We will be reading a variety of texts, written in English, but representing cultures from around the world, and secondary criticism that discusses these works. Some of the authors include: Nicole Mones, Monique Truong, James Joyce, Virginia Woolf, William Shakespeare, Toni Morrison, Laura Esquivel, Isak Denison, and Ken Albala. The course will also have an experimental culinary component, in which we will make and taste recipes from the books that we read.

This syllabus is subject to change by the instructor.

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| Date | Texts due | Assignments |
| T 1/16 | Introduction to the course and talking about food and literature |  |
| Th 1/18 | Theme One: Cooking in the Renaissance.  Introduction to transcription of 17th century recipes and Dromio. |  |
| T 1/23 | Read Ken Albala’s chapter “The Human Body” from *Eating Right in the Renaissance;* and Nunn “Playing with Appetite”available in Blackboard | Reading Quiz; Transcription Assignment |
| Th 1/25 | Dromio and Transcription  Folger manuscript W.a. 87 | **Group one: blog post 1 due** |
| T 1/30 | Read *Taming of the Shrew* Acts 1-3 | Reading Quiz; Transcription assignment **Group two: blog post 1 due** |
| Th 2/1 | Transcription | **Group three: blog post 1 due** |
| T 2/6 | Read *Taming of the Shrew* Acts 4-5 | Reading Quiz; Transcription assignment  **Group four: blog post 1 due** |
| Th 2/8 | Transcription | **Staging the Literary Meal: Group one, Cooking from the Renaissance**  **Group one: blog post 2 due** |
| T 2/13 | Theme Two: Recipes as literature and the history of Chocolate  Read Tigner and Carruth’s chapter “Recipes as Vernacular Literature: A case study in Chocolate” from *Literature and Food Studies*; and Carruth’s chapter “Supermarkets and Exotic Foods: Toni Morrison’s ‘Chocolate Eater,’”from *Global Appetities*; available in Blackboard | Reading Quiz; Transcription assignment  **Group two: blog post 2 due** |
| Th 2/15 | Transcription | **Group three: Blog post 2 due** |
| T 2/20 | Read Toni Morrison’s *Tar Baby* Chapters 1-4 | **Group four: blog post 2 due** |
| Th 2/22 | **Transcribathon** | **Group one: blog post 3 due** |
| T 2/27 | Read Toni Morrison’s *Tar Baby* Chapters 5-6 | **Group two: blog post 3 due** |
| Th 3/1 | Read Toni Morrison’s *Tar Baby* Chapter7-the end. | **Group three: Blog post 3 due** |
| T 3/6 | Read Laura Esquibel’s *Like Water for Chocolate* Chapters 1-6 | **Staging the literary meal: Group 2, Cooking with Chocolate**  **Group four: Blog post 3 due** |
| Th 3/8 | Read Laura Esquibel’s *Like Water for Chocolate* Chapters 7-the end |  |
| T 3/13 | Spring Break-no class |  |
| Th 3/15 | Spring Break-no class |  |
| T 3/20 | Theme three: Modernists meals  Tigner and Carruth “Gustatory Narrative” in Blackboard | **Paper One due** |
| Th 3/22 | James Joyce’s *Ulysses*, Episodes 4 | Reading Quiz |
| T 3/27 | James Joyce’s *Ulysses*, Episodes 8 and 11 | Reading Quiz |
| Th 3/29 | No Class—I will be at a conference |  |
| T 4/3 | Lisa Angelella, “The Meat of the Movement; Food and Feminism in Virginia Woolf” article in Blackboard | Reading Quiz |
| Th 4/5 | Virginia Woolf *To the Lighthouse*: Chapter “The Window” | Reading Quiz |
| T 4/10 | Virginia Woolf *To the Lighthouse:* Chapters “Time Passes” and “The Lighthouse” | Reading Quiz  **Staging the literary meal: Group 3, Modernist Meals** |
| Th 4/12 | Theme four: Global Food and Culture Fusion  Denise Cruz “Love is not a bowl of Quinces”; article available in Blackboard | Reading Quiz |
| T 4/17 | Monique Truong *The Book of Salt*, p. 1-118 | Reading Quiz |
| Th 4/19 | Monique Truong *The Book of Salt*, p. 119-end | Reading Quiz |
| T 4/24 | Nicole Mones \_*The Last Chinese Chef,* Chapters 108 | Reading Quiz |
| Th 4/26 | Nicole Mones *The Last Chinese Chef*  Chapters 9-12 | Reading Quiz  **Staging the literary meal: Group 4, Global Fusion** |
| T 5/1 | Nicole Mones *The Last Chinese Chef* Chapters 13-the end | Reading Quiz |
| Th 5/3 | Feast day | **Paper Two due;**  **Staging Literary Meals: Everyone cooks** |

**Required Texts:** Please have a **physical** rather than an electronic copy of all books; always bring your books to class on the appropriate day.

William Shakespeare, *Taming of the Shrew.* Any critical edition that contains annotations, such as Arden, Norton, Oxford, Cambridge (but not No Fear Shakespeare, please!)

**ISBN-10:** 0393927075

**ISBN-13:** 978-0393927078

Toni Morrison, *Tar Baby*

**ISBN-10:** 1400033446

**ISBN-13:** 978-1400033447

Laura Esquibel, *Like Water for Chocolate*

**ISBN-10:** 0385364121

**ISBN-13:** 978-0385364126

Virginia Wolfe *To the Lighthouse*

**ASIN:** B011T7KADY

Monique Truong *The Book of Salt*

**ASIN:** B00HTJY43Y

Nicole Mones *The Last Chinese Chef*

**ASIN:** B00HTJY43Y

**Evaluation:**

**3 Group Blog posts**: 500-600 words each, and each is worth 5%, for a total of 15%

**Paper 1**: 5-7 pages (Times New Roman; 12 pt font; 1 inch margins), 15%

**Paper 2**: 10-12 pages (Times New Roman; 12 pt font; 1 inch margins), 25%

**Reading Quizzes:** 20%

**Transcriptions, Homework and Class Participation:** 15%

**Staging the Literary Meal:** 10%

**Explanation of Assignments**:

**Group Blog Posts:** Each student will work in a group who together will write and post 3 separate blog posts. The group will also hand in a list of the responsibilities and tasks completed by each person in the group. Everyone in the group will receive the same grade, though I will pay attention to each person’s participation and they will be evaluated as part of their class participation grade.

**Papers**: I will give prompts for all papers, with the option to make up your own paper topic. Paper topics should cover the books that we have read previous to when the paper is due. You can always refer to books that we have read previously.

**Reading Quizzes** will be quite easy if you do the reading, and I will hand them out first thing after roll. You will only be allowed to take the quiz in class (no make-ups) and during the time allotted at the beginning of class. If you are late, you will only be able to take the quiz if other students are still writing the quiz, but you will not have as long as the other students. If we have finished with the quiz by the time you arrive, you will not be able to take the quiz. If you take the quiz and then leave immediately afterwards, you will be counted absent for the day.

I will give **homework** assignments for you to turn in or for you to do during class; often the homework/in-class work will involve working in groups. You will also have **transcription** assignments that will be graded by completion; some of the transcriptions will be done in groups. I will pay attention to your **class** **participation** and grade you accordingly. Speaking in class (though not over-talking) is encouraged and speaking develops thinking.

**Staging the Literary Meal** is meant to be a creative assignment that is part performance art, part aesthetics and part cooking. You will work in groups of 4 or 5, so that the burden of the work or the cost will be spread out. The idea is that you will stage a meal from one or more of the books that we read for the particular “theme” your group has chosen. I will be showing you some photographic examples of such kind of stagings. Part of the performance, however, does involve audience participation in the sensory aspect of your staging. I will be discussing the assignment more as we go along. You will be graded on creativity and production quality.

**Attendance** is expected, but you can miss 2 classes without penalty. Please use these free absences wisely for when you are sick or have an emergency. If you miss more that 2 classes, your overall grade will be lowered a half grade for each absence (from A to A-; etc). If you are seriously ill or you have a family emergency, please speak to me and we will work something out. I will take roll every day by having you sign in. The sign-in sheet will be available only for the first 15 minutes of class; after that you will not be allowed to sign in. You have to show up for your own education.

**Student Learning Outcomes:**

Acquire Critical Reading and Writing Skills

Gain a Working Knowledge of Food Studies

Achieve Critical language and knowledge concerning Literature and Food Studies

Learn the value of Humanist Studies and the Liberal Arts

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

**Americans With Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels.  Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability.   Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services Available:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Grade Grievance Policy**: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog; see <http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10>;

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Useful Links:**

The following is a list of commonly used library resources:

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www-test.uta.edu/library/help/subject-librarians.php>

Database List <http://www-test.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

E-Journals <http://utalink.uta.edu:9003/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask A Librarian <http://ask.uta.edu>