

Mercer County Community College
Hotel, Restaurant, and Institutional Management Program

Course Outline

| | | | |
|--------------------|-------------------------|-----------------------|------------------|
| Course: | HOS 115 | Course Title: | Food and Culture |
| Lecture: | 02 hr. | Length: | 15 Sessions |
| Laboratory: | 02 hr. | Prerequisites: | None |
| Division: | Business and Technology | Credits: | 03 |

Text: *Food and Culture*
Fourth Edition
Pamela Goyan Kittler
Kathryn P. Sucher
2004
Thompson – Wadsworth
ISBN: 0-534-56112-8

Instructor: Christopher P. dePagnier
Phone: (609)586-4800 EX: 3476/3203

(Note: If you are unable to attend a class in which a test is to be given, or a project will be collected, you must call **Doris Geck**, Administrative Secretary, before class at **EX: 3489**.)

Office: BS 120

Course Description – This course allows the student to form a global perspective as to the symbolic, social, political, and economic role of food in society. Links will be identified between cultural perspectives and practices with emphasis on the geographical and historical conditions that gave rise to various regional types of cuisine. Through lectures, demonstrations, and hands on participation, students explore how food habits and beliefs present a microcosm of any culture and contribute to a better understanding of human behavior and how social institutions and organizations influence the typical meals prepared in varied cultural settings. The concurrent development of culture and cuisine is explored on a regional basis from early civilizations through to the present. Student will explore the contributions made by people from various nations and cultures in the development of fusion cuisine in the United States and elsewhere.

Outcome Competencies:

- Students will develop a thorough understanding of the symbolic, social, political, and economic aspects of food.
- Students will be able to understand how geography, climate, and historical conditions led to the development of present day cultural practices and perspectives.
- Students will have a better awareness of how beliefs and habits related to food contribute to a more complete understanding of the human condition.
- Students will learn how social institutions and organizations influence meals prepared in many regional and ethnic dishes.
- Students will gain knowledge of staple foodstuff ingredients that help weave an underlying thread between the world's regions.
- Students will understand the *symbiotic* relationship between culture and cuisine.
- Students will explore the effect the current global market economy has on the “dinner table” around the world.
- By utilizing a “hands on” approach in the food lab, students will be able to appreciate and sample a vast array of dishes from across the globe, while at the same time also appreciating the cultures that created them.

Method of Instruction – A combination of lecture and discussion will be employed to acquaint the student with the role of food in society. The lecture component of the course will include up to a two (02) hour session including demonstrations.

The laboratory component of this course will consist of upwards of two (02) hours per session. Each lab session will have the students working either in pairs or groups. Each pair/group will be assigned a variety of activities and assist in the preparation of the practical application of a preparation method, or technique, discussed during the lecture. Any recipe or activity will be evaluated by the students who must consider the influence of indigenous ingredients, geographical considerations, as well as the social and cultural foundation of the lab activity.

Course Requirements – A **Capstone Project** will be required by each student. The project will require the student to research the ancestry of a traditional family meal, or a traditional meal from their cultural background. Origins of the recipe, ingredients utilized, cultural significance, social and religious aspects should be included. Discussion of the history of the recipe, as it relates to the student's family tree, is encouraged. Guidelines for the presentation of the project will be discussed in detail by the instructor.

The paper is expected to be no less than ten (10) (typed/printed) double spaced (12 point font) pages in length. A separate bibliography and a complete listing of footnotes or endnotes citing sources must be included. A minimum of three sources are required. The student will demonstrate in the food lab how one segment of the meal is prepared. Students will submit the topic for their project by week four (04) of the semester. Student must consult with the instructor by week thirteen (13) in order to finalize presentation details.

Method of Evaluation:

- Class Participation (Foodlab Exercises) 30%
- Capstone Project 30%
- Midterm Exam 20%
- Final Exam 20%

| | |
|---------------------|----------------|
| Grade Scale: | 100% - 93% = A |
| | 92% - 90% = A- |
| | 89% - 87% = B+ |
| | 86% - 83% = B |
| | 82% - 80% = B- |
| | 79% - 77% = C+ |
| | 76% - 70% = C |
| | 69% - 60% = D |
| | 59% - 0% = F |

Special Needs – If there is any student in this class who has special needs because of learning disabilities, or other kinds of disabilities, please feel free to come and discuss this with me. You may also speak with **Arlene Stinson** – the Coordinator of Special Services, or any member of her staff, whose office is in room **LB 221**.

Academic Integrity Statement – Mercer County Community College is committed to *Academic Integrity* – the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of *Academic Integrity*, with representative examples of each. *Academic Integrity* is violated whenever a student:

- a) **Uses or obtains unauthorized assistance in any academic work.**
 - Copying from another student’s exam.
 - Using notes, books, electronic devices, or aids of any kind during an exam when prohibited.
 - Stealing an exam or possessing a stolen copy of an exam.

- b) **Gives fraudulent assistance to another student.**
 - Completing a graded academic activity or taking an exam for someone else.
 - Giving answers to or sharing answers with another student, before, during, or after an exam or other graded academic activity.
 - Sharing answers during an exam by using a system of signals.

- c) **Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.**
 - Submitting a paper or other academic work for credit, which includes words, ideas, data, or creative work of others without acknowledging the source.
 - Using another author’s words without enclosing them in quotation marks, without paraphrasing them, or without citing the source appropriately.
 - Presenting another individual’s work as one’s own.
 - Submitting the same paper or academic assignment to another class without the permission of the instructor.

- d) **Fabricates data in support of an academic assignment.**
 - Falsifying bibliographic entries.
 - Submitting any academic assignment, which contains falsified or fabricated data or results.

- e) **Inappropriately, or unethically, uses technological means to gain academic advantage.**
 - Inappropriate or unethical acquisition of material via the *Internet* or by any other means.
 - Using electronic or hidden devices for communication during an exam.

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

Consequences for violations of *Academic Integrity* – For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the *Chair of the Academic Integrity Committee* of the violation, and the penalty, imposed.

When two (or more) violations of *Academic Integrity* are reported on a student, the *Academic Integrity Committee (AIC)* may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the (*AIC*) or a designated (*AIC*) subcommittee.

Appeals – The student has the right to appeal the decision of the instructor, or the *Academic Integrity Committee*. Judicial procedures governing violations of *Academic Integrity* are contained in the *Student Handbook*.

Approved: Board of Trustees – May 18, 2004

Professionalism – Upon entering this class you become a professional. You will be expected to be courteous both verbally and in your demonstrated behavior. Yelling, running, throwing of any food/equipment or any other undignified behavior will not be permitted. **Sexual harassment of any fellow student will not be tolerated (See the attached *Sexual Harassment Policy Statement*).** Please make every attempt to come to all class sessions. You should try to arrive on time and stay until the end of class unless you have notified the instructor you are leaving early. There may be a time when you are unavoidably late for class, or must leave early, in that case please choose a seat near the room entrance. Once the class session has begun, please do not leave the room and re-enter unless it is an emergency. If you miss class you are still responsible for all material covered, for announcements made in your absence, and for acquiring any materials that may have been distributed in class. It is important to stay focused on the class discussion. For this reason, only one person at a time should be speaking. Side conversations are distracting for surrounding students and the instructor.

Uniform Policy:

- Chef's cloth hat / paper chef's hat, ball cap, or hair net (no other hats will be permitted)
- White bib apron
- Sturdy non-slip shoes are required. No open toed or open heeled sandals/footwear are permitted. This is a safety issue.
- Jewelry that is not permitted to be worn includes rings, necklaces, watches, dangling earrings, and loose chains. This is also a safety issue.

Safety, Sanitation, and Personal Hygiene –Hand washing is the single most important activity that can be done to prevent 66% of all foodborne illnesses. You must wash your hands after you change, use the restroom, once again before you start the laboratory class, frequently during the handling of food and equipment, after handling raw food products of animal origin, after eating, after drinking, after sneezing or coughing, after wiping perspiration with a tissue, or after touching any body part.

All students are required to come to class with clean hair and nails, be odor free, and have on a clean uniform and apron. Students who have any of the above listed discrepancies will not be allowed to prepare any foods, or enter the laboratory. In addition, *Chapter XII* of the *Sanitation in Retail Food Establishments, New Jersey State Sanitary Code, 8:24-14.8* states the, "Persons while affected with any disease in a communicable form, or while a carrier of such disease, or while affected with boils, infected

wounds, sores, acute respiratory infection, nausea, vomiting, or diarrhea which could cause foodborne diseases, shall not work in any area of the establishment in any capacity in which there is a likelihood of such person contaminating food, or food contact surfaces, with pathogenic organisms.”

Week 1

- Syllabus Review
- Capstone Project Review
- Tour of facilities / Foodlab safety
- Units of measure
- **Lesson 1: *Common Threads***
- Read: Chapter 1 – Food and Culture

Week 2

- **Lesson 2: *The Role of Food in the Birth of Civilization in the Eastern Hemisphere***
- Read: Chapter 4 – Food and Religion

Week 3

- **Lesson 3: *The Role of Food in Civilizations of the Western Hemisphere***
- Read: Chapter 5 – Native Americans

Week 4

- **Lesson 4: *Peoples and Foods of the Mediterranean and Middle East – Old vs. New*** (Lecture)
- Read: Pages 135 – 147
Chapter 13 – People of the Balkans and Middle East
- **Capstone Project Topic – Due Today**

Week 5

- **Lesson 4: *Peoples and Foods of the Mediterranean and Middle East – Old vs. New*** (Lab)

Week 6

- **Lesson 5: *North Asia***
- Read: Chapter 11 – Chinese, Japanese, and Koreans

Week 7

- **Lesson 6: *South Asia***
- Read: Chapter 14 – Asian Indians and Pakistanis

Week 8

- **Midterm Exam**

Week 9

- **Lesson 7: *Sub-Saharan Africa***
- Read: Chapter 8 – Africans

Week 10

- **Lesson 8: *Latin America***
- Read: Chapter 9 – Mexicans and Central Americans
Chapter 10 – Caribbean Islanders and South Americans

Week 11

- **Lesson 9: *Europe***
- Read: Pages 117 - 135
Chapter 7 – Central Europeans, People of the Former Soviet Union, and Scandinavians

Week 12

- **Lesson 10: *Southeast Asia and the Pacific***
- Read: Chapter 12 – Southeast Asians and Pacific Islanders

Week 13

- **Lesson 11: *The Global Perspective***
- Read: Chapter 3 – Intercultural Communication
- **Last day to consult with the instructor regarding the capstone project and its required ingredients**

Week 14

- **Final Exam**

Week 15

- **Capstone Project Presentations**

The instructor reserves the right to amend this syllabus as necessary during the course of the semester due to class cancellations, class needs, etc. Unless otherwise announced, the class activities listed above will be carried out in accordance with this syllabus.